



Candidate Pack Head Teacher September 2025

Proud to be part of



INSPIRING EXCELLENCE TOGETHER

Dear Applicant,

Firstly, thank you for your interest in the post of Headteacher at Springhead Primary School.

Our school is a very happy and warm place to learn and work and we are looking for a new headteacher to support our senior leaders, staff and school community to provide an ambitious and visionary curriculum offer to every child we have the privilege of educating.

Our school is a good school who became a member of the Children First Learning Partnership in October 2023. The successful applicant will be on the Executive Board of the MAT and will be responsible for ensuring the strategic plans for the school are implemented effectively. In return, you will be fully supported and professionally developed by an experienced CEO and highly professional centralised team of staff. Please visit www.childrenfirstlp.org.uk for further information about the Trust.

The Trust Vision:

The Children First Learning Partnership is a community of schools in which our children come first; we are proud of each and every one of them and want them to thrive, flourish and achieve their full potential within a supportive and caring environment.

The vision of the CFLP is to be one of the highest performing and constantly improving Trusts in the country with capacity and capability to support others for the benefit of all children

The Trust Values:



As a Local Advisory Board we are keen to appoint an experienced, inspirational leader who can build on the work of the outgoing headteacher whilst leading our school into the next exciting chapter. The starting salary for this post is L13 but is negotiable for the right applicant with a proven track record of school development and improvement.

We will ensure that our new head is mentored, provided with a wide range of CPD opportunities and our support to make the changes necessary for improvement.

It is imperative that you visit Springhead Primary School to see our school for yourself and to know whether you could be the leader we are looking for. Please contact our Operations Manager, Mrs Lucy Siddorn on centraloffice@cflptrust.co.uk to arrange an appointment. Please note the appointments will be arranged during the week beginning Monday 20th January. We envisage the successful candidate will join Springhead at the start of the new academic year (September 2025), therefore applications must be received by **12 noon on Friday 31st January 2025.**

Please take a look through the candidate pack, which includes the full job description and person specification, as well as further information about our school.

We look forward to meeting you soon

Yours faithfully,

Mr T Barnes
Chair of The Local Advisory Board

School Context and Vision-

Springhead Primary School is a one form entry primary school, with an attached Governor-run nursery and after school club. At present there are 197 children in the main school and 20 children in the Nursery. The school is in North Staffordshire near the Cheshire border. We have extensive grounds, including dedicated areas for early years, which children enjoy learning in.

The school is committed to continually raising standards and meeting the needs of all of the children. We see families and the community as key partners in helping us meet this commitment, and are constantly looking at ways of improving links. The village library is on the school site helping us develop our role as a central part of the community.

At Springhead our motto is: "Working together to achieve our best"

Our vision is:

- for all children to aim high and achieve their life potential and aspirations and to give them the skills to become active, caring members of the community with a lifelong interest in learning.
- to enable pupils to achieve good standards in all areas by making good progress in relation to their prior attainment.
- for the children to have a happy experience at Springhead Primary School.

To achieve this vision, at Springhead we aim:

- To provide the pupils with a *broad and balanced curriculum* which is delivered in varied and interesting ways taking into account individual children's interests, needs and styles of learning.
- To develop the children as confident, *independent learners* who can reflect on their own progress and take responsibility for planning future learning goals with the help and guidance of their teachers and parents.
- To promote a set of *moral values* on which the children can base their own behaviour e.g. honesty, politeness, self-discipline and to encourage a respect and acceptance of the views and life styles of others.
- To develop in the children the life and social skills which enable them to become effective members of society who are able to communicate in a variety of situations.
- To enhance the partnership between school, parents and the community for the benefit of the children.
- To provide a stimulating, safe and well-organised learning environment in which all members of the school family are valued and to work co-operatively towards achieving the school's vision.

To help us achieve these aims, we are developing a thematic, skills focused curriculum and trying to make learning fun and exciting.

We have been a Creative Partnership Change school and are a RSC Lead Associate School. Both of these partnerships enable us to explore the way we teach with the aim of maximising the impact we make on children's learning.

Curriculum Drivers

These have been identified as key to raising standards and for preparing the children for the future.

- **Basic Skills – a tool kit for learning**

If we do not have the basic skills, we will struggle. We need to give the children the foundations so that they can use these effectively in their learning.

If children cannot decode text, they are going to struggle with their reading.

If children struggle with basic number skills, they will find mathematical problem solving difficult.

If children find it difficult to catch and hit a ball, they will struggle to play rounders.

We need to be clear about the basic skills we need to teach the children across the curriculum, and give the children the opportunity to learn and apply them.

- **Creative Minds**

Across the curriculum we are trying to develop creative thinking and problem solving in the children. These are skills necessary for taking the children's learning to a higher level, and needed to make the children thoughtful, independent learners. This should be developed across the curriculum, whether it be in numeracy, literacy, science, the arts or RE. If we are to develop creative minds, it will have an implication about the way we teach the curriculum.

The staff have identified the following as features of developing creative minds:

- Applying learnt skills and learning new skills
- Encouraging Independent, reflective, original thinking,
- Being evaluative and making judgements
- Open-minded – open to new ideas, willing to take risks
- Good interpersonal and intrapersonal skills
- Variety of approaches
- Apply creativity to real life situations and experiences
- Resilience

- **People Skills - Intrapersonal and interpersonal skills**

Children need to develop an understanding of themselves – this includes self-control, self-confidence, responsibility for their own actions, and developing their own values. This should raise the children's self-esteem.

They need to appreciate that others may have different beliefs and values, and to respect these. This will involve developing empathy for others. These skills can be developed across the curriculum, whether it is playing in a team sport, listening and discussing stories about others, studying another culture in history and geography or having a discussion in RE or PSHE.

School Structure (30 PAN)

Foundation Stage

- Nursery
- Reception

Key Stage One & Key Stage Two

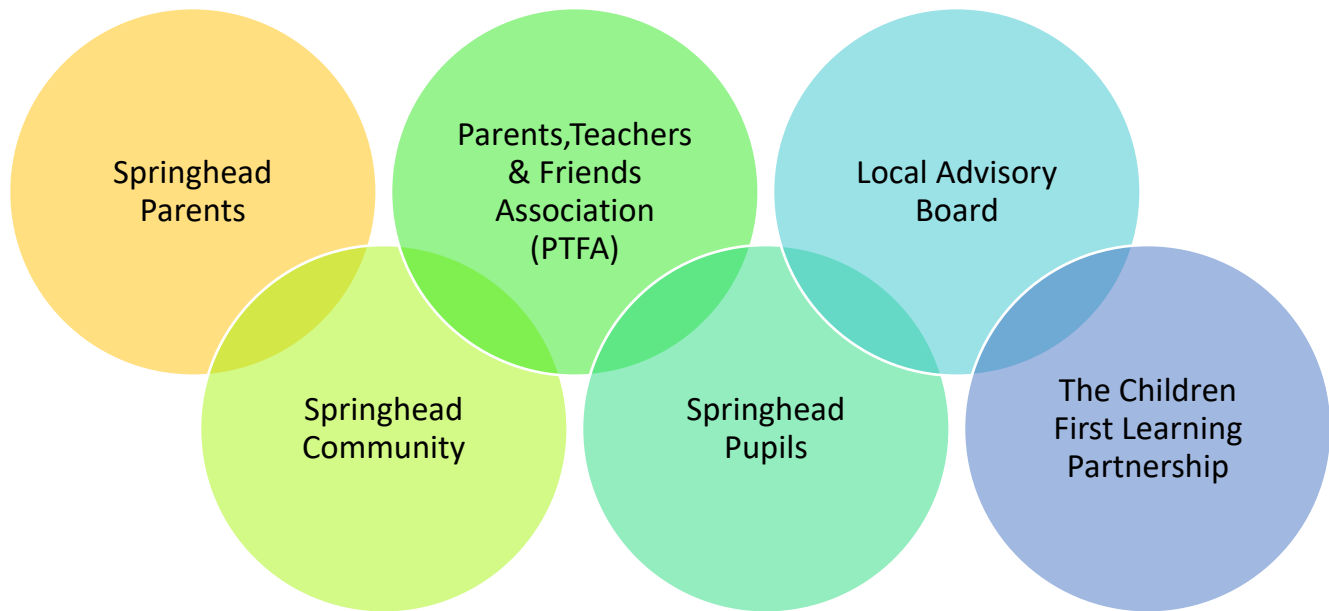
- Single classes

Current numbers of PP - 51 pupils (23.5%)

Current numbers of SEN - 27 pupils (12.4%)

Important Information

Key Stakeholders



Ofsted

The latest Ofsted results and report can be found here:

[Springhead Primary School - Open - Find an Inspection Report - Ofsted](#)

Job Description

Role Substantive Head Teacher

Salary Group 2, L8-L21 (Starting at L13 and negotiable for the right candidate)
(Subject to Teachers Pay and Conditions)

Responsible to Local Advisory Board

Direct reporting CEO and the Directors of the Children's First Learning Partnership

Objective of role

To provide exceptional leadership and high achieving environment to children and staff, ensuring everyone reaches their full potential.

Strategic planning

- ★ Lead the school as part of a Multi Academy Trust (MAT) ensuring the schools' vision and ethos is shared and embedded in staff and children.
- ★ Ensure the MAT's vision is clearly articulated and understood by all.
- ★ Translate MAT vision into agreed action plans specifically for the school, which align with the schools' ethos and vision and promote academy improvement
- ★ Foster diversity, learning and experiences of the MAT, cascading this into the school.
- ★ Coach, mentor and motivate staff to build a culture of high commitment, standards and drive for success
- ★ Develop creativity and innovation through learning and the use of appropriate new technologies to achieve learning excellence.
- ★ Continually monitor the progress of the strategic plans, making adjustments and changes in line with the MAT's direction.

Leading learning and education

- ★ Focus learning achievements of individual children, classes and key stages with the use of accurate and coherent data and benchmarking.
- ★ Keep learning at the focus of the strategic plan for the school.
- ★ Develop and implement a curriculum and effective assessment framework which is flexible, enables individual progress and creates a culture of challenge, responsibility of learning and gives support where required.
- ★ Continue to develop the existing strategies to secure high standards of behaviour and attendance.
- ★ Provide stretching targets for the school community to achieve.
- ★ Monitor, evaluate and feedback on classroom practice – creating a teaching culture of sharing best practice to ultimately enhance the learning of children.
- ★ Use emerging technologies and creative programmes as part of the learning strategy.
- ★ Ensure employees' accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation; managing underperformance of staff at all levels, ensuring effective corrective action and formal follow up in line with policies.

Develop self and others

- ★ Develop and maintain effective strategies and procedures for staff induction, professional development and performance review using staff from across the MAT as required.
- ★ Promote and maintain a culture of high expectations for self and others, channeling the efforts of all staff to good effect.
- ★ Ensure the effective planning, allocation, support and evaluation of both teams and individuals.

- ★ Promote the development of highly effective Middle leadership through the mentoring and coaching of all subject leaders.
- ★ Regularly review own practice, set personal targets and take responsibility for own development.

Managing the school

- ★ Create an environment that links national and local policies and initiatives with the schools vision and ethos, which is central to the running of all non-teaching functions (listed below).
- ★ Ensure everyone works collaboratively, shares knowledge and understanding, celebrates success and accepts responsibility for outcomes.
- ★ Actively promote and foster the importance of pupil and staff behaviour that shows respect, consideration and thought for others
- ★ Develop and deploy staff appropriately in the school
- ★ Create plans, processes and policies to improve and enhance the school's operational function, its' facilities and the overall learning environment.
- ★ Take full operational accountability for the following areas / functions:
 - *Safeguarding*
Ensure policies are in place, monitored and reviewed to protect the welfare of children. Continually promote a culture that is vigilant to risk and prioritises the safeguarding of children above all considerations.
 - *Finance Management*
Manage the schools finances in line with the MAT's goals and challenging budget constraints. Audit the financial processes in line with legislation and MAT policy.
 - *Health and safety*
Manage the school in line with safety regulations and 'best practice', harnessing an environment that focuses on the safety of all within the school, including staff welfare.
 - *Human Resources*
Manage workforce planning and deployment of staff, ensuring the most effective learning environment in line with budgets, is achieved. Be responsible for attracting, recruiting and retaining staff in line with the vision and ethos of the school. Manage employee relations issues (disciplinary, conflict management, absence management etc) in line with legislation and legal advice. Be good 'counsel' to all staff members, supporting their development and individual career goals.

Working with the MAT and Local Advisory Board

- ★ Achieve full commitments arising from contractual accountability to the Local Advisory Board and Directors of the MAT.
- ★ Work with the Local Advisory Board, providing information, objective advice and support when required, to enable it to meet its responsibilities.
- ★ Develop and present a coherent, understandable and accurate account of the schools' performance to a range of audiences including directors, local advisory board members, parents and carers.
- ★ Reflect on feedback from others, continually developing in their own role.

Strengthening the community

- ★ Maintain rich partnerships with our families, local schools, external organisations and providers and community to build a learning community that strives for personal growth.
- ★ Promote positive strategies for challenging racial and other prejudice.
- ★ Ensure a range of community-based learning experiences.
- ★ Collaborate with other agencies to ensure pupil and community needs are met.

The content of this job description maybe amended at any time following discussions between the Local Advisory Board, MAT Directors and the Head Teacher. It will be reviewed on a regular basis.

Person Specification

The following attributes are necessary in undertaking the role of Head Teacher at Springhead Primary School.

Attributes	Requirements	Essential / Desirable	Measurement
Qualifications	Qualified Teacher Status	Essential	School application form Letter of application Certificate
	Honours degree or equivalent	Essential	School application form Letter of application Certificate
	Recent and relevant ongoing Continuing Professional Development (CPD)	Essential	Letter of application CPD log
	NPQH	Desirable	School application form Letter of application Certificate
Experience	Recent and relevant headship/head of school experience	Essential	School application form Letter of Application Interview
	Proven track record of raising achievement through successful leadership	Essential	Letter of Application Interview
	Working with MAT's and involvement of external partners	Desirable	Letter of Application Interview
Knowledge and Understanding	Safeguarding children and young people	Essential	Letter of Application Interview Assessment
	Process of strategic planning, school self-assessment and evaluation and continuous improvement	Essential	Letter of Application Interview Assessment
	Communication and engagement strategies to translate a shared vision into practice	Essential	Letter of Application Interview Assessment
	Change management	Essential	Letter of Application Interview
	Management of 'good' and 'outstanding' school	Essential	Letter of Application Interview
	Use of technologies in the learning environment	Essential	Letter of Application Interview
	Data analysis, performance indicators and benchmarking to set targets	Essential	Letter of Application Interview Assessment
	National policy framework and current educational legislation and initiatives	Essential	Letter of Application Interview Assessment
	Principles of effective teaching and assessment for learning	Essential	Letter of Application Interview Assessment
	Roles and responsibilities of governing bodies, local authorities and the requirements of accountability	Essential	Letter of Application Interview Assessment

Attributes	Requirements	Essential / Desirable	Measurement
Knowledge & Understanding	School budget management	Desirable	Letter of Application Interview Assessment
	School management of non-teaching staff, functions and facilities	Essential	Letter of Application Interview Assessment
	Strategies for fostering school improvement, including attendance and behaviour for learning	Essential	Letter of Application Interview Assessment
Personal Qualities	Commitment to the welfare and safeguarding of young people	Essential	Letter of Application Interview Assessment
	Strong personal motivation and drive to ensure school improvement	Essential	Letter of Application Interview Assessment
	A genuine enthusiasm for the development of children and desire to develop others (employees) and the wider academy	Essential	Letter of Application Interview Assessment
	Inspirational and motivating	Essential	Letter of Application Interview Assessment
	Analytical and problem-solving skills and the ability to make balanced, considered and informed judgments based on facts.	Essential	Letter of Application Interview Assessment
	Excellent communication skills	Essential	Letter of Application Interview Assessment
	The ability to engage parents in supporting children's learning	Essential	Letter of Application Interview Assessment
	Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community	Essential	Letter of Application Interview Assessment
	The ability to promote a school culture and curriculum within a MAT structure.	Essential	Letter of Application Interview Assessment

Application Process

Candidates must submit the following for the attention of Mrs A Rourke, CEO, Children First Learning Partnership:

1. **ONE PAGE** Letter of Application
2. Application Form

Deadline for application is **12 noon** on **Friday 31st January 2025**

Email to centraloffice@cflptrust.co.uk

The following is an anticipated timeline of our proposed recruitment process:

Activity	Timeline
Application deadline	12 noon Friday 31 st January 2025
Shortlisting	Tuesday 4 th February 2025
Pre Interview Activities	w/c 10 th February 2025
Interview	Thursday 27 th February 2025
Appointment	September 2025

The selection process will include a combination of assessments and an interview panel with Chair of the Local Advisory Board, a selection of Local Advisory Board members, 2 Directors and the CEO of the MAT.

It is envisaged that the decision on appointment will be made within 24 hours of the interview / assessment.

Any offers made will be subject to a full DBS check, fitness to work and suitable references.