

# **Headteacher**

## **Candidate Information Pack**

### **St Paul's Church of England Primary School**



# Headteacher

**Salary: L15 – L21**

**Start date: 01/01/2026**

**Term: Permanent**

After many years of incredible leadership, our inspirational Headteacher has decided to retire. We are now looking for our next amazing Headteacher with the vision and skills to deepen our distinctly Christian ethos and nurturing environment so that all children can thrive, develop a love of learning and achieve their potential.

You, our new Headteacher will have the knowledge, experience and resilience to drive improvement throughout the school, with the faith and interpersonal skills to motivate others and lead our team. You will be committed to providing a rich and engaging curriculum and promoting an inclusive 'can do' culture where all can flourish.

The appointed Headteacher will:

- Have a child-centred approach, listening to children and supporting families to enable children to thrive
- Have significant leadership experience and a proven record of leading school improvement
- Embrace the opportunity to inspire, shape and lead the wider school team into the future.
- Drive our staff's continuing professional development, encouraging excellence and high standards
- Develop and improve our school estate to provide a stimulating, inclusive learning environment
- Build on the strong and positive relationship that the school has with all stakeholders, including the Church
- Understanding the role that a strong LGB plays in the leadership and direction of a successful school
- Take positive action with parents, children, and families to ensure the school is at the heart of the local community

In return, we can offer you:

- A committed and cohesive staff team, dedicated to the school and its family ethos
- Enthusiastic, well-motivated and happy children
- Supportive and engaged parents
- Attractive and well-maintained buildings with extensive grounds
- The support and challenge of an active and committed local governing body
- Continuing professional development as a leader, and wider opportunities to collaborate and make a difference across our Trust
- Opportunities for support and collaboration within LDST and across local Wigan networks

Visits to the school are warmly welcomed and encouraged. Please call Samantha Lowe on 07882 790635 to make an appointment.

**Liverpool Diocesan Schools Trust is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment to keeping children safe. Any offer of employment will be subject to statutory pre-employment checks including satisfactory references, online checks, Enhanced DBS, and Barred List checks. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (as amended in 2013 & 2020) and shortlisted candidates will be required to disclose any relevant criminal history prior to interview. Candidates must also be able to demonstrate their Right to Work in the United Kingdom.**

Please return completed application forms to [stp.w.recruitment@ldst.org.uk](mailto:stp.w.recruitment@ldst.org.uk)

**Timeline:**

**Closing date: 3<sup>rd</sup> October 2025 at 9am**

**Shortlisting: 3<sup>rd</sup> October 2025**

**Interview: 10<sup>th</sup> October 2025**

## About Liverpool Diocesan Schools Trust

Welcome to LDST.

Thank you for your interest in working in one of our amazing schools and committing to making a difference to learners right across our Trust.

***LDST is a multi-academy Diocesan Trust of 18 primary schools that welcomes young people of all faiths and none and is committed to providing a high-quality education and environment where Christian values and principles permeate all that is done.***

As a Trust, we have a very clear purpose, and an uncompromising vision: our Christian values are intrinsically linked to our commitment to provide an innovative, high-quality education, so that children and learners make excellent progress and fulfil their academic potential. The right of all to have an excellent education is at the heart of everything we do so that all learners, regardless of background, ethnicity or need, make excellent progress, and fulfil their academic potential.

Central to this are our **core values of collaboration, difference, local and inclusion**, and our commitment to ensuring that all learners thrive through an education that teaches wisdom, instils hope, nurtures community, and embeds dignity and respect.



All our school's benefit from high levels of collaboration and a strong school improvement function, which give the capacity to support schools, evaluate and intervene where needed. Strong networks and a culture of support ensures a high level of accountability matched with only the challenge required to enable local leadership to flourish.

We do this to ensure that our schools are self-sustaining, and we are committed to being:

- **Respectful** of the individual identity of our schools –knowing their strengths and understand where improvements are needed
- **Resourceful** and recognising effective and successful practice in all schools and using this where possible as a resource to support others to bring about improvement
- **Responsive** to the context of each school, adapting strategies where necessary to promote and sustain improvements
- **Relentless** in our pursuit of excellence and led by a belief that every child can achieve

Our family of school's support and connect, share practice, and provide an excellent education built on distinctly Christian values so that *all* children, learners and staff across our Trust,

flourish. Our established networks provide exciting opportunities for schools to work together to create a fluid school improvement system.

Supporting you to flourish and thrive in your role is extremely important to us and this is reflected in our strategic People Pillar and People Strategy. Our commitment to People means that:



### **Learn**

We learn from our colleagues' experiences and best practice to get the **fundamentals of HR** right.



### **Love**

We love and appreciate our colleagues by supporting their **wellbeing and mental health**.



### **Achieve**

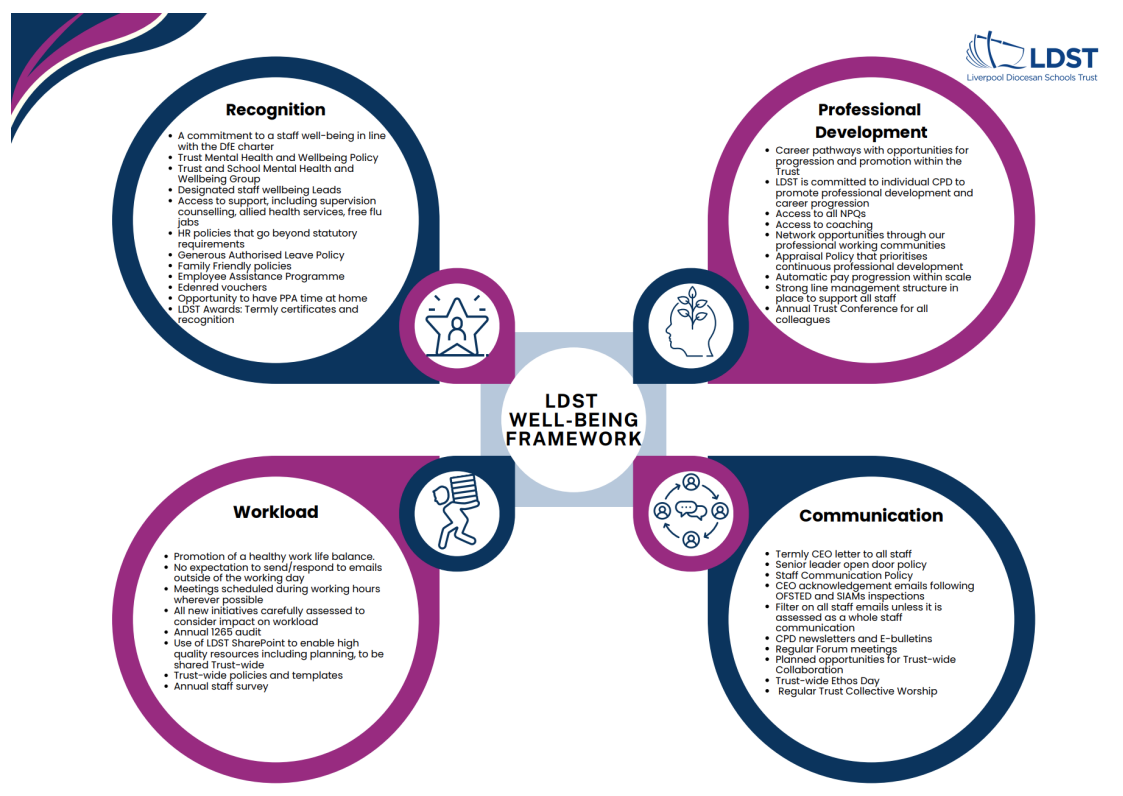
We must **attract** the best talent and support **retention** of existing colleagues with comprehensive **development** for existing colleagues to successfully fulfil their roles and **progress** their careers within the Trust.



### **Together**

We are **one Trust**. We will foster a **culture of belonging** for everyone and strive for **excellence** for all.

- **Continuing Professional Development** – All support staff can apply for fully-funded apprenticeships up to degree level.
- **Leadership Pathways** – We have a wealth of development opportunities that are open to colleagues and we are exceptionally proud of our very high levels of internal promotion.
- **Annual Trust Wide Conference** – For all colleagues to celebrate and learn together.
- **Collaboration** – Regular networking opportunities across our networks for different staff groups.
- **A Trust commitment to wellbeing and workload:**



**We are a fully inclusive organisation and encourage applications from individuals from all communities regardless of faith, race or ethnicity, age, disability, gender or sex, marital status, pregnancy or maternity, or sexual orientation.**

I look forward to meeting you and hopefully welcoming you to our Trust!



**Laurie Kwissa**  
Chief Executive Officer



## About St Paul's Church of England Primary School



St Paul's CofE Primary school is a small school which has God at the centre. We have excellent links with St Paul's Church and the school and Church regularly worship together. St Paul's School believes in the uniqueness of every child created in the image of God. For this reason, we aim to enable each child to grow and develop in mind, body and spirit, through challenging and creative teaching within the context of healthy and meaningful relationships, set in a caring and supportive environment.

All this is built upon the centrality of a Christian worship and Christian values. Our latest OFSTED report was in October 2023 and found that St Paul's is a good school where children 'treat others the way they want to be treated'. Our most recent SIAMS report was in April 2024 and found that St Paul's has a forward-looking approach, open to new ideas and ways of working to live out its Christian vision.

All our staff work together as a team to allow your child to develop through their faith and learning journey. We expect each of the children in our school to develop to their full potential both academically and socially, so that they become responsible, Christian, caring adults in their later lives.

Our children have made many valuable suggestions to improve our school, for example, they were instrumental in creating and developing the 'Outdoor Prayer Space' in the school grounds and even designed the stained-glass windows themselves. This has been built alongside the children's garden and wild area and demonstrates how God's gifts to us are many and plentiful.

We are very proud of 'Wellspring' our joint initiative with St Paul's church to bring the worshipping community together mid-week to support each other and encourage spiritual links. At Wellspring, we also share a meal; this enables everyone to experience physical and spiritual togetherness. We are very proud to be the first school in the Liverpool Diocese to have been awarded the Church School Partnership 3 award.

In October 2018, we joined LDST. Being part of this group of schools has helped to develop St Paul's C E Primary School further in terms of curriculum, attainment, staff training and shared resources. It is a privilege to have become part of a Trust which has Jesus at the heart of it and to have the opportunity to work closely with like-minded professionals.

**'Learning and Living through Jesus Christ'**



## Letter from our Chairs of Governors



### Head Teacher Vacancy St Paul's CE Primary

The\_Governors and I thank you for the interest you have shown in St Pauls Church of England School and the key vacancy of Head Teacher.


We believe this is an exciting opportunity and the successful applicant will be joining a happy and welcoming school. We are a school with a strong set of values and high aspirations for every child that comes through our doors. We are very proud of our Christian ethos and our commitment to inclusion and diversity for all children of all faiths and beliefs.

Our new Head Teacher must be fully supportive of the ongoing development and wellbeing of our staff as individuals who bring a unique set of skills to the team. We want the successful applicant to build on strengths and good practices that our outgoing Head Teacher has demonstrated throughout their time at St Paul's.

The personal specification provides a more comprehensive list of qualities that we are looking for but in essence we wish to appoint someone with the dedication and drive to move the school forward and develop new and exciting initiatives.

We look forward to receiving your application.

Your faithfully,



Jan Lavin

Chair of Governors.

## Job Description

<b>Job Title:</b>	Headteacher
<b>Contract Term:</b>	Permanent
<b>Salary:</b>	L15 – L21
<b>Commencement date:</b>	01/01/2026
<b>Location:</b>	St Paul's Church of England Primary School

This job description reflects the **National Standards of Excellence for Headteachers** (2020). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

The appointment is subject to the current conditions of employment of headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education, and the terms of the National Society contract. In carrying out his/her duties, the headteacher shall consult, where appropriate, with the LDST, the local governing body, the staff of the school, its pupils, and the parents of its pupils.

### **A. The Core Purpose of the Headteacher**

The headteacher is the prime mover in creating, inspiring and embodying the Christian ethos and culture of this Church 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 students to achieve their highest potential.

The core purpose of the headteacher is to provide professional leadership and management for the school within the context of the Trust Deed. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the 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 within a strong Christian ethos.

The headteacher is the leading professional in the school. Accountable to the CEO and Local governing body, the 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 LDST, the Diocese, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

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

## **B. The Four Domains of Headship**

### **Domain One: Qualities and knowledge.**

Within the school's Christian ethos, the headteacher will:

1. Hold and articulate clear Christian values and moral purpose focused on providing a world-class education for the pupils they serve and reflecting the Church foundation of the school.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local Church and wider community.
3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise, and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally, and globally, and pursue continuous professional development that reflects the needs of a Church of England school.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's Christian vision, ably translating local, national, and Diocesan policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### **Domain Two: Pupils and staff.**

Within the school's Christian ethos, the headteacher will:

1. Demand ambitious standards of achievement and attendance 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.
2. Secure excellent teaching through 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, taking full account of the school's Church of England foundation.
3. 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.
4. Create an ethos based on Christian values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

### **Domain Three: Systems and process.**

In a Church school, the relationship between the mission statement and the provision of effective governance, organisation and management should reflect the school's Christian aims. In order to provide an efficient, effective, and safe Christian learning environment, the headteacher will:

1. 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 within a Christian context.
2. Within the school's Christian ethos, 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.
3. 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.
4. Welcome strong governance and actively support the local governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff, and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the school's sustainability and its Christian character.
6. 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.

### **Domain Four: The self-improving school system**

Working in a spirit of collaboration to secure Christian principles of equity and entitlement, the headteacher will:

1. Create an outward-facing school which works with other schools, organisations, and the local community– in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers, and the Church community to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
5. Within the school's Christian ethos, model entrepreneurial and innovative approaches to school improvement, leadership, and governance, confident of the vital

contribution of internal and external accountability.

6. 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 especially within a Christian context.

The Headteacher/senior leader must ensure the school's safeguarding arrangements remain effective and are in keeping with expectations set out in key legislation and statutory guidance. The Headteacher/senior leaders should implement the Trust's Safeguarding Strategy, developing a culture which promotes the protection, safeguarding and well-being of all children, young people and adults working at the school.

*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.*

All applicants must be committed to safeguarding and promoting the welfare of children. 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.

## Person Specification – Headteacher

**The applicant will be required to safeguard and promote the welfare of children and young people and be faithful to the Trust deeds.**

Those marked 'E' are essential and must be met for a candidate to be shortlisted for interview or appointed to the post. Those marked 'D' are desirable and will strengthen a candidate's likelihood of being invited to interview or appointed to the post.

All other abilities and aptitudes will be judged 'by degree' from application, references, and interview activities/tasks to guide the selection panel in appointing a candidate who is personally and professionally suited to successfully filling this particular post.

**A** = application form: **I** = interview process: **R** = reference

Candidates should ensure that they will satisfy the essential elements before applying and ensure that they construct their letter of application to include the areas requested in the details sent to potential candidates.

**Note:** Candidates failing to meet any of the essential criteria will automatically be excluded.

### References:

- You will require 3 references:
  - o One from your current employer
  - o One other professional reference
  - o One faith reference

### [A] Faith Commitment

	Essential	Desirable	Source
Practising Christian of a Church in membership of Churches Together in England.  (This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a Church school).	E		A, R, I

**To be able to demonstrate their knowledge and understanding of the following in the context of a Church school.**

	Essential	Desirable	Source
Leading school worship.	E		I
Ways of developing religious education	E		I
A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Christian ethos of the school.	E		A, I, R



Experience of leading a school through a successful SIAMs inspection		D	A
How relationships should be fostered and developed between the school, Trust, local Church and its community and Diocese of Liverpool.	E		A, I

## **[B] Qualifications**

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Qualified teacher status	E		A
Degree or equivalent	E		A

## **[C] Professional Development**

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Evidence of appropriate professional development for the role of head Teacher.	E		A
Successfully undertaken or willingness to complete NPQH	E		A
Has successfully undertaken appropriate Safeguarding training with a commitment to undertake Designated Senior Person training.	E		A, I
Understanding the role of school leaders within Multi Academy Trust and the commitment to working Trust- wide.	E		A, I
Willingness to engage in research to ensure evidence-based school improvement.	E		A, I

## [D] School Leadership and Management Experience

	Essential	Desirable	Source
Recent successful leadership as a Head Teacher.		D	A
Recent successful leadership as Head of School or a Deputy / Assistant Head Teacher	E		A
To have taken an active involvement in school self-evaluation and development planning.	E		A
A successful track record of strategic financial planning and budgetary management including prioritising and allocating financial resources appropriately to ensure efficiency, effectiveness and probity in the use of public funds.		D	A, I
A sound knowledge and understanding of the current financial educational landscape and the impacts this has on strategic decision making.	E		A, I
Demonstrates a rigorous approach to identifying, managing and mitigating risk.	E		A, I
To have had responsibility for policy development and implementation.	E		A, I
To have led staff development across the primary range. (e.g. coaching, mentoring, INSET for staff).	E		A, I
Committed to identifying talent and developing pathways for support	E		A, I

## [E] Experience and Knowledge of Quality of Education

	Essential	Desirable	Source
Experience of teaching in more than one school.		D	A
Significant teaching experience within the primary phase.	E		A
To have a knowledge and understanding of the whole school curriculum in the primary phase.	E		A, I
Clear vision for an innovative, evidence informed curriculum	E		A, I

To be able to effectively use data, assessment and target setting to raise standards/address weaknesses in meeting the needs of pupils through high quality teaching.	E		A, I
Committed to Inclusion and can evidence the impact of removing barriers so that all children can achieve their potential	E		A, I
To be committed to the importance of curriculum enrichment, and the personal development of all children	E		A, I

### [F] Professional Attributes

	Essential	Desirable	Source
Demonstrate an understanding, awareness, and empathy for the needs of all pupils at St Paul's CofE Primary to reduce any barriers to learning so that all children can achieve	E		A, I
Demonstrate a clear rationale for consistent and positive behaviour management and effective implementation of a range of behaviour management strategies.	E		A, I
Commitment to ensuring that families understand the importance of attendance so that children attend school every day on time	E		A, I
Excellent written and oral communication skills to ensure positive engagement with all stakeholders (which will be assessed at all stages of the process).	E		A, I
To be a leader of learning; demonstrating, promoting, and encouraging outstanding classroom practice.	E		A, I

### [G] Professional Skills

(Based on the National Standards of Excellence for Headteachers 2015)

	Essential	Desirable	Source
A clear understanding, demonstrable experience, and adherence to the National Standards of Excellence for Head Teachers 2015	E		A, I

## [H] Personal Qualities

	Essential	Desirable	Source
Commitment to a distinctively Christian education connected to the life of the Church and parish	E		A, R, I
Inspire, challenge, motivate and empower teams and individuals to achieve high goals.	E		A, R, I
Be approachable, person-centred and compassionate	E		A, R, I
Demonstrate passion and commitment to leadership aimed at making a positive difference to children and young people.	E		A, R, I
Build and maintain quality relationships with all key stakeholders, through interpersonal skills and effective communication.	E		A, R, I
Foster and develop positive working relationships with all stakeholders	E		A, R, I
Demonstrate personal and professional integrity, including modelling values and vision.	E		A, R, I
Understand the importance of living out our LDST values for the benefit of learners across our whole Trust	E		A, R, I
Manage and resolve conflict.	E		A, R, I
Prioritise, plan, and organise self and others,	E		A, R, I
Think analytically and creatively and demonstrate initiative in solving problems, showing resilience in the face of the many challenges of school leadership	E		A, R, I
Be aware of own strengths and areas for development.	E		A, R, I
Welcome and reflect constructively on feedback from others, taking action as appropriate.	E		A, R, I
Build resilience in self and others to ensure the ability to sustain hard work	E		A, R, I
Possess an insatiable desire for knowledge and wisdom to improve performance for self, staff, and children	E		A, R, I
Demonstrate an open, flexible attitude and ability to embrace change when necessary	E		A, R, I

**[I] Confidential References.**

Positive and supportive faith reference from the priest/minister	E
Two additional positive references from referees, including current employer.	E

## How to Apply

The application process for this role is a 2-stage process:

- Application form (with a personal statement of no more than 1000 words)
- Interview (including tasks and a presentation)

To be considered for this role you must complete the LDST application form. We are unable to accept CV applications, or applications from agencies.

Once the closing date has been reached all applications will be reviewed. The candidates who best demonstrate the skills listed in the person specification in their application will be invited to interview.

To ask any questions, or to submit your completed application form, please email [stpwr.recruitment@ldst.org.uk](mailto:stpwr.recruitment@ldst.org.uk)

LDST reserves the right not to progress candidates to the next stage of the process, or not to appoint to the role if candidates fail to demonstrate the essential criteria in the person specification.

Applicants from overseas are advised to obtain an overseas criminal check before they apply for a visa as the post is in the education sector.

**Closing date: 3<sup>rd</sup> October 2025 at 9am**  
**Shortlisting: 3<sup>rd</sup> October 2025**  
**Interview: 10<sup>th</sup> October 2025**



## **Our Trust Prayer**

Heavenly Father,  
Let peace, friendship and love grow in our schools.  
Send the Holy Spirit to give  
excellence to our learning  
love to our actions and  
joy to our worship.  
Guide us to help others,  
so that we may all  
Learn, Love and Achieve, Together with Jesus.  
Amen