

**Athersley South Primary School
March 2026**

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| Job Description: | Post Title: Headteacher |
| Scale: | L16 to L22 |
| Working Time: | 195 days per year. Full-time. |
| Disclosure level: | Enhanced |
| Main Purpose of the role: | <ul style="list-style-type: none"> • The Headteacher will provide professional leadership, vision and strategic direction in order to maintain and develop the conditions that enable all pupils, irrespective of need and circumstances, and teachers to achieve effective learning so that the Trust's and school's aims are implemented in accordance with the policies of the local governing body, Trust Board and national and local education strategy. • The Headteacher shall be accountable to the CEO, Deputy CEO, Local Governing Body (LGB) and Every Child Matters (ECM) Academy Trust Board, ensuring the educational success of the academy. They will provide professional leadership and management and establish a culture that promotes excellence, equality, inclusion and high expectations within their school. • The Headteacher will represent the school professionally with external partners as appropriate. They will also serve as a member of the Trust's Leadership Team and work with the CEO and other Leadership Team members within the Trust to ensure that the school's vision and values are embedded and that excellent school and Trust standards are achieved and maintained. |
| Key accountabilities Quality and Knowledge | <ul style="list-style-type: none"> • Have a commitment to the wellbeing and achievement of all pupils. • Performance of all teaching and support staff, with responsibility for performance management. • Responsibility for members of the senior leadership team. • Hold and articulate clear vision, values and moral purpose, focused on providing a world class education for the pupils they serve. • Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community and beyond. • Lead by example - with integrity, creativity, resilience, and clarity - drawing on their scholarship, expertise and skills, and that of those around them. • 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 with passion the school's vision and drive the strategic leadership, empowering all pupils and staff to excel. |
| MAIN (CORE) DUTIES Main Duties: | <p>Pupils and staff</p> <ul style="list-style-type: none"> • 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 an analytical understanding and demonstration of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum |

Athersley South Primary School March 2026

opportunities and strong standards of pupil wellbeing.

- 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.
- Ensure that proper standards of behaviour are implemented

Parents and Carers

- Making arrangements for parents/carers to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims.
- Creating and maintaining an effective partnership with parents/carers to support and improve pupils' achievement and personal development.
- Working with parents/carers to ensure children have access to extended services, extra-curricular opportunities, homework and other social and educational experiences.

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 and integrity and working within the ECM procedures.
- 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 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 work with the governing body to understand its role and deliver its functions effectively – in particular its functions to determine the strategic direction of the school and to 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, ensuring that teams of colleagues have distinct roles and responsibilities and hold each other to account for their decision making.
- Making arrangements for the security, maintenance, development and effective supervision of the school buildings and their contents and of the school grounds, and ensuring (if so required) that any lack of maintenance is promptly reported to the maintaining authority or, if appropriate, the governing body.

The self-improving school system

- Create outward-facing schools which work with other schools and organisations within and beyond the Trust - 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.
- Harness the findings of well evidenced research to frame self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- 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.

**Athersley South Primary School
March 2026**

EMPLOYEE SPECIFICATION

When filling in the application form please demonstrate with clear, concise examples how you meet the requirements of the post. You will be assessed in relation to the *Essential and Desirable* criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applicants for the post then all of the criteria will be used for short listing. Under the Disability Discrimination Act, we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

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| Post Title: Headteacher | School: Athersley South Primary School | Grade / Scale: L16 to L22 |
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| Criteria No | Attributes | Criteria | How Identified | Rank |
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| 1 | Relevant experience | <ul style="list-style-type: none"> Sustained, proven, successful leadership at senior level in the primary phase as a Headteacher or Deputy Head. | A | E |
| 2 | | <ul style="list-style-type: none"> Experience of working in a number of settings, including in good and outstanding schools. | A | D |
| 3 | | <ul style="list-style-type: none"> Experience of working effectively with the wider school community and external partners. | A/I | E |
| 4 | Education and training | <ul style="list-style-type: none"> Qualified Teacher Status. | A | E |
| 5 | | <ul style="list-style-type: none"> Degree level qualification. | A | E |
| 6 | | <ul style="list-style-type: none"> Completed NPQH. | A | D |
| 7 | | <ul style="list-style-type: none"> Further postgraduate study undertaken. | A | D |
| 8 | | <ul style="list-style-type: none"> Effective classroom practitioner. | A/I | E |
| 9 | | <ul style="list-style-type: none"> A record of recent and relevant in-service training. | A | E |
| 10 | <ul style="list-style-type: none"> Commitment to continued professional development. | A | E | |
| 11 | Qualities and Knowledge | <ul style="list-style-type: none"> Evidence of the ability to promote a positive, sensitive and caring ethos and pride in the school and its physical environment together with high standards of achievement and behaviour. | A/I | E |
| 12 | | <ul style="list-style-type: none"> Ability to innovate and find creative solutions, and to communicate a vision to inspire and motivate all stakeholders. | A/I | E |
| 13 | | <ul style="list-style-type: none"> Proven track record of the ability to raise the academic and personal achievement of all pupils. | A/I | E |
| 14 | | <ul style="list-style-type: none"> The ability to set, communicate, encourage, and expect high expectations for all members of the school community, including parents. | A/I | E |
| 15 | | <ul style="list-style-type: none"> Excellent interpersonal and communication skills, both oral and written. | A/I | E |
| 16 | | <ul style="list-style-type: none"> Be prepared to make a direct contribution to the broader life of the school. | A/I | E |
| 17 | Pupils and staff | <ul style="list-style-type: none"> Knowledge and understanding of how to raise standards of learning across the school and a proven track record in doing so. | A/I | E |
| 18 | | <ul style="list-style-type: none"> Excellent knowledge of the current major curriculum issues, recent educational developments and legislative changes, together with an understanding of their significance for the leadership of a primary school. | A/I | E |
| 19 | | <ul style="list-style-type: none"> Ability to use, analyse and monitor pupil assessment data to identify needs and trends in order to promote an appropriate level of challenge to all pupils. | A/I | E |
| 20 | | <ul style="list-style-type: none"> Demonstrate a commitment to providing choice and flexibility in learning to meet the needs of every child to ensure that every child achieves her/his best. | A/I | E |
| 21 | | <ul style="list-style-type: none"> An ability to identify and promote excellence and challenge poor performance across the school. | A/I | E |

**Athersley South Primary School
March 2026**

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| 22 | | <ul style="list-style-type: none"> • A proven commitment to a truly inclusive education that addresses the needs of all the learners in a diverse community. | A/I | E |
| 23 | | <ul style="list-style-type: none"> • A clear vision for consistent systems and procedures that bring about firm but fair behaviour management. | A/I | E |
| 24 | | <ul style="list-style-type: none"> • Evidence of establishing a culture of creativity and imaginative expression amongst staff and pupils. | A/I | E |
| 25 | Systems and Process | <ul style="list-style-type: none"> • Knowledge of legal issues relating to managing a school including equal opportunities, race relations, disability, human rights and employment legislation. | A/I | E |
| 26 | | <ul style="list-style-type: none"> • The ability to use performance management and line management to secure accountability and improve performance. | A/I | E |
| 27 | | <ul style="list-style-type: none"> • Proven track record of working collaboratively and building, leading, empowering and developing effective teams. | A/I | E |
| 28 | | <ul style="list-style-type: none"> • Evidence of the ability both to delegate and work in collaboration. | A/I | E |
| 29 | | <ul style="list-style-type: none"> • The ability to prioritise tasks, make informed decisions and implement them in a flexible manner. | A/I | E |
| 30 | | <ul style="list-style-type: none"> • An understanding of managing finance efficiently in accordance with benchmarking, financial management and best value principles. | A/I | D |
| 31 | | <ul style="list-style-type: none"> • Evidence of a commitment to developing and sustaining a safe, secure and healthy school environment, in accordance with Child Protection and safeguarding legislation. | A/I | E |
| 32 | | <ul style="list-style-type: none"> • Experience of creating, implementing and maintaining new systems and structures in a school environment. | A/I | E |
| 33 | The self-improving school system | <ul style="list-style-type: none"> • A willingness to engage the school community in the systematic and rigorous self-evaluation and external evaluation of the work of the school, using a wide range of views to better understand the strengths and weaknesses of the school. | A/I | E |
| 34 | | <ul style="list-style-type: none"> • Proven ability in positively working with a range of stakeholders, including pupils, staff, parents, governors, the LA and the wider community. | A/I | E |
| 35 | | <ul style="list-style-type: none"> • Experience of developing and managing good communication systems, chairing meetings effectively and working in partnership with other agencies. | A/I | E |
| 36 | | <ul style="list-style-type: none"> • A vision for governor, parent and community involvement in the life of the school. | A/I | E |
| 37 | | <ul style="list-style-type: none"> • A commitment to continuing CPD for oneself and for all members of the school community. | A/I | E |
| 38 | | <ul style="list-style-type: none"> • An unwavering commitment to acknowledging, celebrating and fostering respect for the richness and diversity of the school community. | A/I | E |
| 39 | | <ul style="list-style-type: none"> • A commitment and ability to supporting and challenging schools within and beyond the Trust to achieve excellence. | A/I | E |
| 40 | Skills and Personal Attributes | <ul style="list-style-type: none"> • Be an excellent classroom practitioner. | A/I | E |
| 41 | | <ul style="list-style-type: none"> • Effective listener with an approachable manner. | A/I | E |
| 42 | | <ul style="list-style-type: none"> • Hold people to account and challenge under performance. | A/I | E |
| 43 | | <ul style="list-style-type: none"> • Resilience within highly pressured environments. | A/I | E |
| 44 | | <ul style="list-style-type: none"> • Ability to work across multiple sites, e.g. meetings, Peer Reviews, Workshops. | A/I | E |
| 45 | | <ul style="list-style-type: none"> • Ability to make and substantiate difficult decisions. | A/I | E |
| 46 | | <ul style="list-style-type: none"> • Ability to manage time well and work under pressure to deadlines. | A/I | E |
| 47 | | <ul style="list-style-type: none"> • High standards of personal and professional conduct. | A/I | E |
| 48 | | <ul style="list-style-type: none"> • Punctual and reliable. | A/I | E |
| 49 | | <ul style="list-style-type: none"> • Good attendance record in current employment. | A/I | E |
| 50 | | <ul style="list-style-type: none"> • Excellent organisational skills. | A/I | E |
| 51 | <ul style="list-style-type: none"> • A sense of humour! | A/I | E | |

Athersley South Primary School
March 2026

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| 52 | Caring and Nurturing | <ul style="list-style-type: none">• A commitment to the idea that attainment is only one part of every child's personal development and a willingness to embed this into the school's culture. | A/I | E |
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How identified: **A – Application**
I - Interview

Rank:

E – Essential
D - Desirable