**Ashbury Meadow**

**Primary School**



**Head teacher**

**Application Pack**

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#  Ashbury Meadow Primary School

## WELCOME LETTER

Dear Applicant,

Thank you for your interest in becoming the next Headteacher of Ashbury Meadow Primary School. I’m delighted you are considering leading our school into the next stage of its development. This opportunity arises following the retirement of our long serving Headteacher to a larger school, after many years of dedicated and impactful leadership.

At Ashbury Meadow we have an inclusive culture underpinned by high expectations. Our culture is ‘The way things are done around here’ and we strive to ensure that this culture of high expectations is understood and used by everyone.

The strategic direction and the school’s culture are aligned through the work of senior leaders to ensure we have a ‘Vision in action’ with all stakeholders actively participating in ensuring this vision is seen in our day to day lives.

Behaviour is an important part of our school’s culture, behaviours do not happen spontaneously, they need modelling and promoting at all times throughout the school day. We are a UNICEF Rights Respecting Gold School; our understanding of these rights underpins our values and ethos. We understand that high quality, positive relationships between pupils and staff promotes positive behaviour and pupil progress, and we ensure that pupils learn through engaging and motivating lessons within a progressive curriculum.

We aim to:

1. Help children develop lively, enquiring minds with a lifelong love of learning and the ability to communicate effectively.
2. To help the children to use the knowledge and skills they are taught in a variety of practical situations both inside and outside of the classroom.
3. To develop self-awareness and encourage children to value and appreciate their own talents and the talents of others.
4. To provide varied opportunities for success, so that everyone can succeed at something and be proud of their achievements.
5. To foster respect and consideration for everyone; encourage people to work together and oppose all forms of discrimination.
6. To develop our children’s understanding of the world and an awareness of their responsibility towards the environment as they start their journey to become global citizens.
7. To help children to become decent and responsible members of society, caring for and respecting each other in school, as we hope they will in later life.
8. To develop a pride in their locality and region and foster a desire to continue to explore and learn about them through different learning experiences.

We are a school that, following our most recent Ofsted inspection (February 2025) has work to do to improve our provision. We are seeking a Headteacher who will lead Ashbury into its next chapter. This is not about rewriting our story, it’s about continuing it with care, clarity and ambition. We are looking for someone who will:

* Believe in and further develop our curriculum and inclusive ethos, ensuring every child experiences happiness in their learning.
* Continue to keep expectations high, including improving academic outcomes.
* Lead and inspire our school community with authenticity, compassion and high expectations, motivating children and staff alike to reach their full potential.

In return, you will join a committed staff team, a highly supportive Governing Board, and a school community that’s excited to meet and work alongside you. Our children are vibrant, curious and full of potential. They deserve a Headteacher who will meet them where they are, and champion, challenge and nurture them every step of the way. We are looking for someone who is dynamic, outward facing, fair and approachable.

Ashbury Meadow is home to four fully resourced SEND provisions - two Social Emotional and Mental Health provisions and two Communication, Language and Interaction provisions. The aim being that pupils within these provisions are able access mainstream schooling where and when appropriate.

If you share our vision and values, we warmly invite you to apply. We welcome applications from both experienced Headteachers and ambitious Deputy Heads ready for their first headship. We would be delighted to welcome you for a visit to experience

Ashbury Meadow’s unique atmosphere for yourself. To arrange this, please get in touch with Eve Peters, School HR Manager, on 0161 989 2999 or via email at admin2@ashburymeadow.manchester.sch.uk. If you have any questions about the role, you’re also very welcome to contact me directly at lbabajide04@aol.com

With best wishes,

 

**Babajide Lawal-Shekoni**

Chair of Governors

Ashbury Meadow Primary School

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# Ashbury Meadow Primary School

## LETTER FROM THE SCHOOL COUNCIL

Dear New Headteacher,

Hello and welcome to our school! We’re really excited that you have shown interest in becoming our next Head teacher. We wanted to let you know the sort of Head teacher we would like.

We hope you’re someone who makes sure things are fair and in order. We think it’s important that you help everyone follow a good behaviour system, but without shouting. We really respect adults who can set clear boundaries and can support our needs without raising their voice.

We’d love a headteacher who is positive and notices the children who are always doing the right thing.

It would be amazing if you know our names and recognise our achievements. That way, when you come into class or assembly, we’ll feel proud to show our best work because we know you care and notice us.

We also think it’s important that our headteacher is someone we can trust and talk to; someone who listens to us and helps us to make the school even better. We have lots of ideas, and it is great when adults take them seriously.

Being active is something we love at Ashbury Meadow. We’d love it if you encouraged more outdoor learning, gardening, brain breaks and fun competitions. It would be brilliant if assemblies had active moments too and weren’t just sitting still the whole time. Having more creative things like art and drama in lessons would also make our learning more exciting.

Some of us think it’s great when the headteacher comes in to check how we’re doing in class or even teaches us now and again. That way, we get to know you better. We’d love our new headteacher to be organised, so we always know what’s happening and what’s expected. Clear boundaries are important to us.

In the end, we just want someone who understands us, helps us to shine, and works with us to make our school the best it can be. If that’s you, then we think we’re going to have a great time together.

From,

**The Children at Your Potential New School**

## TIMETABLE FOR APPOINTMENT

|  |  |
| --- | --- |
| Initial meeting of the governing body | 09.10.25. |
| Advertisement goes live | 16.10.25. |
| Closing date for applications | 04.11.25 at 12 noon. |
| Prospective candidates visit the school | W/C 20.10.25 |
| Shortlisting meeting | 06.11.25 at 16:00. |
| Interviews and appointment | 17.11.25 In School18.11.25 Off Site |
| New headteacher takes up post | Summer Term 2025 |

**SALARY**

**IPR (Individual Pay Range for HT)**

 L15 (£73,105) – L21 (£84,699)

## ADVERTISEMENT

**Advertisement Grade**: Group 3

**L15 (£73,105) – L21 (£84,699) Term:** Full-time.

**Perm/Temp:** Permanent.

**Required:** From 20.04.26.

**Closing date:** 04.11.25 at 12:00 noon.

**Location:**

Ashbury Meadow Primary School

Rylance St,

Beswick,

Manchester

M11 3NA

Tel: 0161 989 2999

**School website:**

## <https://www.ashburymeadow.co.uk/>

## NOR: 465

Ashbury Meadow Primary School is a vibrant, inclusive and ambitious school at the heart of our local community. We are looking for you someone who shares our values and vision to become our next Headteacher and lead us into the future. You will be dynamic, outward facing and focussed on fostering a culture of continuous improvement.

This is a rare opportunity to develop and improve an inner-city school with a unique profile.

At Ashbury Meadow Primary School children are at the heart of everything we do. We want our pupils to be challenged to reach their full potential and become life-long learners that have an active and positive role in our global community.We want our children to be confident, caring and curious individuals, ready for the world ahead. That begins with a culture rooted in respect, empathy, and environmental stewardship.

At Ashbury Meadow, we:

* Celebrate care, cooperation, difference and curiosity as the foundation of our school culture.
* Help every child thrive through personalised learning, targeted interventions and inclusive practices.
* Believe play is powerful.
* Encourage teamwork and community spirit.

We are proud of our school and our community, but there is still work to do. We are excited about what comes next, and we hope you are the right person to help shape and deliver it.

We want you to:

* Champion and further develop our curriculum and inclusive ethos.
* Understand our school context and be an advocate for our families.
* Lead with authenticity, compassion and high expectations of both staff and children.
* Strengthen our role in our local community.

In return, you will join a school full of pride, warmth and ambition. You will work alongside a talented and committed staff team, a supportive Governing Board, and, most importantly, children who are caring, curious and full of potential.

Whether you are an experienced Headteacher or a Deputy ready for your first headship, we would love to hear from you. We would be delighted to show prospective candidates our school community. Visits will be held week commencing 20th October 2025.

To arrange a visit, please get in touch with Eve Peters, School HR Manager, at admin2@ashburymeadow.manchester.sch.uk or call **0161 989 2999**.

If you have any questions about the role, you are also very welcome to contact the Chair of Governors, Babajide Lawal-Shekoni, directly at lbabajide04@aol.com

**Please send completed applications to:** admin2@ashburymeadow.manchester.sch.uk **by 12:00 noon on 04.11.25.**

**Ashbury Meadow Primary School**

**Headteacher Job Description**

This job description reflects the **Headteachers' Standards** (2020). These standards are built upon The Teaching Standards (2012) which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers, contained in the **School Teachers’ Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education In carrying out his / her duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Governing Board, the staff of the school, its pupils and the parents of its pupils.

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

The core purpose of the Headteacher is to provide professional leadership and management for the school. 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.

The Headteacher is the leading professional in the school. Accountable to the Governing Board, 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 Local Authority, 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. Headteacher Standards

**1. School culture**

Headteachers:

* Establish and sustain the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
* Create a culture where pupils experience a positive and enriching school life.
* Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
* Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
* Ensure a culture of high staff professionalism.

**2. Teaching**

Headteachers:

* Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
* Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
* Ensure effective use is made of formative assessment.

**3. Curriculum and assessment**

Headteachers:

* Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
* Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
* Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
* Ensure valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum.

**4. Behaviour**

Headteachers:

* Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
* Ensure high standards of pupil behaviour and courteous conduct in accordance with the school’s behaviour policy.
* Implement consistent, fair and respectful approaches to managing behaviour.
* Ensure that adults within the school model and teach the behaviour of a good citizen.

**5. Additional and special educational needs and disabilities**

Headteachers:

* Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
* Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
* Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs[8](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#fn:9) and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
* Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

**6. Professional development**

Headteachers:

* Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
* Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers’ professional development.
* Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

**7. Organisational management**

Headteachers:

* Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
* Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
* Ensure staff are deployed and managed well with due attention paid to workload.
* Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
* Ensure rigorous approaches to identifying, managing and mitigating risk.

**8. Continuous school improvement**

Headteachers:

* Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.
* Develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely, appropriately sequenced and suited to the school’s context.
* Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

**9. Working in partnership**

Headteachers:

* Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
* Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
* Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

**10. Governance and accountability**

Headteachers:

* Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
* Establish and sustain professional working relationship with those responsible for governance.
* Ensure that staff know and understand their professional responsibilities and are held to account.
* Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

**The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.**

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 Headteacher.

**Ashbury Meadow Primary School**

**Headteacher Person Specification**

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

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

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

# [A] Qualifications

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Qualified teacher status  | **E** |  | **A** |
| Degree  | **E** |  | **A** |

# [B] Professional Development

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Evidence of recent and appropriate professional development for the role of headteacher.  | **E** |  | **AI** |
| Evidence of recent leadership and management professional development. | **E** |  | **AI** |
| Up to date safeguarding training and knowledge of legislation for the protection of young people. | **E** |  | **AI** |
| Has successfully undertaken Designated Safeguarding Lead training. |  | **D** |  |

# [C] School leadership and management experience

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Recent successful leadership as a headteacher. |  | **D** | **AIR** |
| Successful leadership as a deputy headteacher or assistant headteacher or equivalent. | **E** |  | **AIR** |
| Evidence of successfully leading school improvement. | **E**  |  | **AIR**  |
| Evidence of the application of strategies to review, evaluate and improve teaching and learning.  | **E**  |  | **AIR**  |
| Experience of curriculum leadership and development. | **E**  |  | **AIR**  |
| Experience of working constructively with parents and carers. | **E**  |  | **AIR**  |
| Experience of monitoring staff performance. | **E**  |  | **AI**  |
| The ability to provide support and advice to the Governing Body to enable it to meet its responsibilities. |  | **D**  | **AI**  |
| An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement. |  | **D**  | **AI**  |
| To have had experience of guiding, coaching, mentoring or training individuals or teams. | **E**  |  | **AI**  |
| Maintained a good awareness of current national education policy and strategy. | **E**  |  | **AI**  |

# [D] Experience and knowledge of teaching

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Successful teaching experience within the primary phase. | **E** |  | **AIR** |
| Experience of teaching in more than one school. |  | **D** | **AIR** |
| To have a working and current knowledge and understanding of all 3 Key Stages in the primary phase. | **E** |  | **AIR** |
| Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan. | **E** |  | **AIR** |
| Commitment to ensuring inclusion and addressing diversity positively. | **E** |  | **AI** |
| A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils. | **E** |  | **AI** |

# [E] Professional Attributes

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Able to demonstrate a clear rationale for behaviour management and effective implementation of a range of behaviour management strategies. |  | **D** | **AI** |
| An ability to communicate effectively, both orally and in writing, with a range of audiences. | **E**  |  | **AI**  |
| To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice. | **E**  |  | **AIR**  |
| A commitment to the professional development for all staff, and self. | **E**  |  | **AI**  |
| To have good judgement; able to assess and balance risks and opportunities. | **E**  |  | **AI**  |
| The ability to plan and prioritise and organise self and others. | **E**  |  | **AIR**  |
| Show a good commitment to sustained attendance at work. | **E**  |  | **AI**  |

# [F] Personal Qualities

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Essential** | **Desirable** | **Source** |
| A passion for achieving the very best outcomes for all children. | **E**  |  | **AIR**  |
| A clear vision for an innovative, progressive and forward-thinking school that can be clearly communicated to the community. | **E**  |   | **AIR**  |
| The ability to provide inspirational, enthusiastic and innovative educational leadership. | **E**  |   | **AIR**  |
| A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual.  | **E**  |   | **AIR**  |
| Flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job. | **E**  |   | **AIR**  |
| An ability to establish effective working relationships with a wide and diverse range of people including pupils, parents, governors, colleagues, other professionals and wider community. | **E**  |   | **AIR**  |
| The ability to inspire confidence. | **E**  |   | **AIR**  |
| Excellent interpersonal skills. | **E**  |   | **AIR**  |
| The ability to perform effectively under pressure. | **E**  |   | **AIR**  |
| Think analytically and creatively, demonstrating initiative in solving problems. | **E**  |   | **AI**  |

# [G] Safeguarding

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Essential** | **Desirable** | **Source** |
| Displays commitment to the protection and safeguarding of children and young people  | **E**  |   | **AIR**  |
| The ability to form and maintain appropriate relationships and personal boundaries with young people.  | **E**  |   | **AIR**  |
| Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people  | **E**  |   | **AI**  |
| Will co-operate and work with relevant agencies to protect young people  | **E**  |   | **AIR**  |

# [H] Professional Skills

Each candidate will be expected to demonstrate knowledge and understanding of the National Standards of Excellence for Headteachers 2015 which also form the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in Ashbury Meadow Primary School.

# [I] Confidential References and Reports

|  |  |
| --- | --- |
| Positive recommendation from all referees, including current employer. | **E**  |

# [J] Application Form and Supporting Statement

*The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post in font 11 and no longer than 2 sides.*

## STAFF ATTENDANCE POLICY STATEMENT

Ashbury Meadow Primary School is committed to achieving and maintaining a high level of attendance from all employees through the application of good management practice. All employees must recognise the importance of good attendance and ensure that any sickness absence is kept to a minimum. Whilst supporting employees during periods of sickness, the school’s leadership team monitors levels of sickness absence in school regularly and acts in accordance with the guidelines adopted by the school to deal with unacceptable levels and frequency of sickness. Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. All employees in this school must understand the importance of good attendance to the operation, performance and image of the school and must show a commitment to achieving and maintaining a high level of attendance.

## SAFEGUARDING STATEMENT

In our school, the welfare of the child is paramount. Ashbury Meadow Primary School 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 should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.