

Headteacher Vacancy – May 2025  
Information for prospective applicants



# CROW ORCHARD

*Primary School and Nursery*

In this booklet, you will find:

- A letter from our Chair of Governors
- A letter from our pupils
- Job description
- Person specification
- Key dates for the process



Crow Orchard Primary School  
School Lane  
Skelmersdale  
Lancashire  
WN8 8QG

**Chair of Governors:** Mrs Cheryl O'Connor

**Headteacher:** Mrs Joanne Maher

**Deputy Headteacher:** Mrs Denise Heath

[bursar@croworchard.lancs.sch.uk](mailto:bursar@croworchard.lancs.sch.uk)

01695- 724046

8<sup>th</sup> May 2025

Dear Applicant

On behalf of the Governing Board, I would like to welcome you to Crow Orchard Primary School and thank you for your interest in becoming our new Headteacher.

Crow Orchard is a welcoming and friendly school, with a real sense of family. Crow Orchard really is a special place. It is a unique, and by far the oldest, school within the town of Skelmersdale. With the exception of some newer extensions, the current building dates to 1911 when the school was almost entirely rebuilt. There has been a school building on the site since 1732, and it is often still referred to locally as the 'Endowed School'. The original building work was funded by money left in a will in 1726 and the building then donated by the Lord of the Manor on the condition that it be converted into "a school for the instruction of youth". During its history Crow Orchard has been used as a place of education for children of all ages. Since 1958 it has been a primary school. We currently have 122 children on roll from Nursery to Year 6; our nursery places are being extended to include 2-year-olds from September 2025 and some of our classes are mixed age.

Our current head teacher has been in post since January 2022. The last 3+ years have seen a period of rapid and necessary change: including policies and procedures, internal and external improvements, curriculum developments, a new uniform, values and logo, a new website, and a much-improved financial position. All of this has been done whilst keeping the most important stakeholders - our wonderful children - at the very centre of every decision. Our new head teacher will be someone inspirational and enthusiastic who can value all that has been achieved, build on it and lead Crow Orchard on the next stage of our exciting journey to even greater things!

If you would like to arrange a visit to Crow Orchard, please do not hesitate to contact Mrs Rachel Jacobsen in the school office on 01695 724046 to make an appointment. You will find a warm Crow Orchard welcome and our current head, Mrs Joanne Maher, will be happy to show you around.

I hope that you will be inspired and excited by the opportunity to lead our school and look forward to hearing from you.

Yours sincerely

Cheryl O'Connor

Chair of Governors at Crow Orchard Primary School

**Together**   
**we make a family**

## A letter from our pupils



Dear Potential New Headteacher

We have spent some time thinking about what we would love our new Headteacher to bring to our school. If you can offer what we are looking for, we cannot wait to meet you.

- A fair Headteacher who is strict ( but not too strict!)
- A fun Headteacher who likes to laugh ( and can make us laugh).
- A Headteacher who is kind- this is very important.
- A Headteacher who will help us be the very best that we can be.
- A smart Headteacher
- A Headteacher who is good at making great environments.
- An honest Headteacher who will follow our school values.
- A person who can bring more fun clubs to our school.
- A person who already likes our school the way it is and doesn't want to change too much, too quickly.

We are all very excited to meet you and think it's a great idea that you come and see us before you decide to apply for this very important job.

Emily Eva Bear Callie-Jayne Lucy  
Grace Gabriella Jake Lisa Mae

The Wonderful Children of Crow Orchard Primary School

## Headteacher Job Description

### Crow Orchard Primary School and Nursery

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<sup>8</sup> and special educational needs and disabilities<sup>9</sup> 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<sup>10</sup>, as part of the duty of care<sup>11</sup>
- 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.*

**Person Specification for  
Headteacher at Crow Orchard Primary School & Nursery**

*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**

	<b>Qualification requirements</b>	<b>Essential/ Desirable</b>
1.	Qualified teacher status	<b>E</b>
2.	Degree	<b>E</b>

**[B] Professional Development**

		<b>Essential/ Desirable</b>
3.	Evidence of recent and appropriate professional development for the role of Headteacher (for a first-time head)  <b>Or</b> Evidence of ongoing leadership and management professional development (if a serving head)	<b>E</b>
4.	Evidence of engagement in <b>OR</b> completion of the National Professional Qualification for Headship (NPQH)  <b>Or</b> A commitment to undertake this course on appointment	<b>E</b>
5.	Up to date safeguarding training and knowledge of legislation for the protection of young people.	<b>E</b>

**[C] School leadership and management knowledge and experience**

		Essential/ Desirable
6.	Successful leadership as a Headteacher	D
7.	Successful leadership as a Deputy Headteacher  <b>OR</b> Assistant Headteacher	E
8.	Evidence of successfully leading school improvement	E
9.	Evidence of the application of strategies to review, evaluate and improve teaching and learning.	E
10.	Experience of leading curriculum development	E
11.	Experience of monitoring staff performance	D
12.	An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement.	E
13.	The ability to provide support and advice to the Governing Board to enable it to meet its responsibilities.	E
14.	To have had experience of guiding, mentoring or training individuals or teams.	E
15.	Maintains good awareness of current national education policy and strategy.	E

#### [D] Experience and knowledge of teaching

		Essential/ Desirable
16.	Proven excellence in teaching pupils in the primary phase.	E
17.	To have a working and current knowledge and understanding of all 3 Key Stages in the primary phase	E
18.	Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan.	E
19.	Commitment to ensuring inclusion and addressing diversity positively.	E
20.	A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils.	E

**[E] Professional Attributes**

		<b>Essential/ Desirable</b>
21.	Strong behaviour management skills	<b>E</b>
22.	An ability to communicate effectively, both orally and in writing, with a range of audiences	<b>E</b>
23.	To be a leader of learning; demonstrating, promoting and encouraging excellent classroom practice.	<b>E</b>
24.	A commitment to the professional development for all staff, and self.	<b>E</b>
25.	Have a good commitment to sustaining regular attendance at work	<b>E</b>
26.	To be able to assess and balance risks and opportunities	<b>E</b>
27.	An ability to engage and work collaboratively with parents and carers.	<b>E</b>
28.	The ability to plan, prioritise and organise self and others	<b>E</b>

**[F] Personal Qualities**

		<b>Essential/ Desirable</b>
29.	A passion for achieving the very best outcomes for all children	<b>E</b>
30.	A clear vision for an innovative, progressive and forward thinking school.	<b>E</b>
31.	The ability to communicate the clear vision for the school to all people	<b>E</b>
32.	The capacity to provide inspirational, enthusiastic and innovative educational leadership	<b>E</b>
33.	A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual.	<b>E</b>
34.	Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job	<b>E</b>
35.	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	<b>E</b>
36.	The ability to inspire confidence	<b>E</b>
37.	Excellent interpersonal skills.	<b>E</b>
38.	The ability to perform effectively under pressure	<b>E</b>

39.	The ability to build, create and then communicate a clear vision for the school	<b>E</b>
40.	Think analytically and creatively and demonstrate initiative in solving problems	<b>E</b>
41.	Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	<b>E</b>

### [G] Safeguarding

		<b>Essential/ Desirable</b>
42.	Displays commitment to the protection and safeguarding of children and young people	<b>E</b>
43.	The ability to form and maintain appropriate relationships and personal boundaries with young people.	<b>E</b>
44.	Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	<b>E</b>
45.	Will co-operate and work with relevant agencies to protect young people	<b>E</b>

### [H] Professional Skills

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers' Standards 2020 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 Crow Orchard Primary school.

### [I] Confidential References and Reports

Positive recommendation from all referees, including current employer	<b>E</b>
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### [J] Application Form and Supporting Letter

*The form must be fully completed and legible. **The letter of application must be clear, concise and personalised to the school and the post.***

**Key dates for the process**

Application closing	Wednesday 4 <sup>th</sup> June - midday
Governors meet to shortlist	Thursday 12 <sup>th</sup> June – 4pm
Interview dates	Friday 27 <sup>th</sup> June & Monday 30 <sup>th</sup> June

**T**ogether   
we make a family

