



Headteacher Appointment 2025

Moor Park High School and Sixth Form

PROUD TO BE
MOOR PARK **mp**

“
**We are proud, we will be kind and we are
grateful for the education we receive here.**

**We wear Moor Park, we walk Moor Park,
we talk Moor Park - We are Moor Park.**”



INTRODUCTION FROM OUR CHAIR OF GOVERNORS



Thank you for your interest in the position of Headteacher at Moor Park High School and Sixth Form. After leading the school with a steady hand and unending enthusiasm, the Headteacher has decided to move on to his next challenge. His commitment to the school and determination that every student who comes to us has access to the best opportunities for their education and future life means we have a strong school culture for the next stage of the school's life.

Moor Park converted to a foundation school in September 2009 and was rated 'Good' in our most recent Ofsted report in 2021 and we have every confidence that they will continue to be impressed with our school.

Due to an increased need for Year 7 places and being oversubscribed year-on-year, we have recently taken the decision to close our sixth form allowing us to offer more places to families who need them in Year 7. This, in combination with our fair banding admissions policy, will enable us to meet the needs of our local community, offering an excellent education where every child is known.

We believe that all our students should be able to access higher education and participate in our democratic society. We have high expectations for all our students and an excellent team who nurture and support students through every part of their school life. We pride ourselves in our inclusive environment and we are proud to be a truly comprehensive school.

Our school also offers a wide range of extra-curricular activities including musical tuition, sporting activities and school trips, as well as many opportunities to showcase skills such as school concerts. All this work helps our students to feel proud of their school and their achievements whilst with us. We have also invested in our facilities, including our amazing school hall, which showcases our heritage whilst also providing the modern facilities to give students the best opportunities and experiences.

The Governors are seeking to appoint a Headteacher with the vision and ability to keep moving the school forward, promoting greater achievements for its students, not just academically, but also providing them with the skills and mindset to take the next step in their lives. Our goal is for all our students to feel proud of what they have achieved, grateful for the opportunities they have accessed, compassionate to others and their community and confident in their abilities.

Moor Park cares about our students and staff and the Governing Body is committed to supporting the leadership team in providing a truly comprehensive education to the community we serve. Our new Headteacher will be someone who shares this commitment and will instil the highest standards and expectations to drive our school forward.

The Governing Body comprises of many experienced governors who have a wide range of complementary skills to support, encourage and challenge where appropriate. The Governors recognise that the school is privileged to have such a skilled, dedicated and hardworking staff in both teaching and support roles. Our Headteacher must be an excellent communicator, capable of working collaboratively with staff, students, parents and the wider community.

Moor Park High School and Sixth Form is successful, and we have demonstrated resilience and compassion throughout the challenges of the past few years, however, we know we face significant challenges in the education sector. While the school is financially very well managed, with consistently well-balanced budgets and excellent facilities, the financial climate remains a challenge. Moor Park must continue to work hard to ensure it remains a popular school in Preston and continues to be an asset to the community it serves. To take the school forward, Governors are looking for a leader with a proven track record, who offers vision for our future and is supportive of students, staff, families and our wider community. This leader will ensure that the Governing Body and our staff and students can continue to be proud to be part of Moor Park and be proud of all the school achieves.

Yours sincerely
Daniel Pattinson
Chair of Governors



Our vision

We exist so that all students will be able to access higher education and participate fully in our democratic society.

Our mission

To set the highest standards for the entire school community through:

Excellent teaching	High expectations
Academic curriculum	Exemplary behaviour
Quality enrichment	Every child is known

Vision and Mission

OUR SCHOOL, KEY FACTS, STRUCTURE AND RESPONSIBILITIES



OUR SCHOOL

Moor Park High School and Sixth Form is a small, popular Foundation School located in the heart of Preston, Lancashire. Nestled beside a large and beautiful heritage park, the school blends the best of its historical grammar traditions with a modern, dynamic approach that inspires us all to be the best we can possibly be.

We are proud to reflect and celebrate the vibrant diversity of the community we serve. Our rich and inclusive curriculum offers opportunities for students of all abilities and backgrounds to thrive, fostering a friendly, harmonious ethos that Ofsted has recognised and praised.

Currently there are 604 students on roll. The admission number has increased from 112 to 130 for September 2025 following the rising number of appeals received and the closure of the sixth form. The traditional catchment area has expanded to cover a wider geographical area since the introduction of the fair banding process in 2024.

At Moor Park, we are deeply committed to the ongoing professional development of our staff, recognising that investing in our teachers and associate staff is key to delivering excellent outcomes for our students. We are proud to be an active member of the Preston Primary and Secondary Alliance, working collaboratively to support teachers across the city. Through our work with the Preston Alliance, and working in partnership with the University of Cumbria, we also play a vital part in training the next generation of teachers, offering a nurturing and high-quality environment for professional learning and growth.

In our most recent Ofsted inspection (September 2021), Moor Park High School and Sixth Form was rated 'Good' across all areas. Inspectors praised the school's inclusive and welcoming ethos, high expectations, and calm, purposeful learning environment. Significant improvements since the previous inspection were recognised, particularly in curriculum design, including SEND provision, and staff development. It was noted that students felt safe and supported, enjoyed a broad range of enrichment opportunities and benefitted from strong careers guidance. Safeguarding arrangements were found to be effective, and staff and governors were commended for their commitment to continuous improvement.

Moor Park offers a knowledge-rich, inclusive and ambitious curriculum designed to equip all students with the skills and understanding needed for academic success, future careers, and active citizenship.

Rooted in our core values, the curriculum is broad, balanced and coherently sequenced, with a strong emphasis on powerful subject knowledge and high expectations for all learners. We operate a three-year KS3 and a two-year KS4, ensuring breadth and depth of study across the National Curriculum and beyond. All students also benefit from a strong personal development programme, high quality careers education, and a wide range of enrichment opportunities.

Moor Park is well known for its commitment to a holistic education for all its students. 'The Moor Park Way' is a values driven framework that underpins the culture and expectations of our school community. Developed in consultation with students, and supported by a robust rewards system, 'The Moor Park Way' is central to our commitment to fostering a respectful, inclusive and aspirational learning environment and clearly defines the rights and responsibilities that are understood and seen in action on a daily basis. Moor Park also offers an extensive and inclusive extra-curricular programme that supports students' academic, creative and personal development.

Weekly clubs such as Debate, Drama, Band Practice and Sports provide regular opportunities for engagement, while enrichment activities include theatre events (e.g. Chitty Chitty Bang Bang, An Inspector Calls, Jekyll and Hyde), cultural experiences, and residential visits. Students also participate in national competitions such as the UK Maths Challenge and Rotary BAE Systems Technology Tournament. These activities reflect our commitment to nurturing well-rounded, confident learners prepared for life beyond school.



KEY FACTS



GCSE	2022	2023	2024
Grade 4 and above in English and Maths	57%	50%	51%
Grade 5 and above in English and Maths	36%	34%	35%
Progress 8 Score	0.16	-0.28	-0.19
Attainment 8	43.9	39.8	38.9
Students entering Ebacc	35%	23%	20%
Average Ebacc APS	3.84	3.37	3.36
Students achieving at least 1 qualification	97%	97%	95%

A Level	2022	2023	2024
Average A level Result	D+	D+	D-
Average Applied General Result	Merit+	Dist-	Merit+

Number of Students	
PAN 11-16	586
Actual	578
PAN 16+	50
Actual	18

Average Class Size	
In KS3	25
In KS4	22
In KS5	6
Proportion of students with SEN support	15%
Proportion of students eligible for FSM6	40%
Students from minority ethnic groups	58%
Students whose first language is not English	27%

Student Attendance	
2024-25 overall attendance	92.6%
2024-25 persistence absence	16%

Last Ofsted Inspection
Good (September 2021)

Type of School
Co-educational comprehensive Foundation School (without Trust)

Age Range
Current 11-18 From September 2026 - 11-16

Staff Numbers	
Number of Teaching Staff	44 (including 6 SLT)
Number of Associate Staff	40

Moor Park Budget
Circa £5.5million

SCHOOL ORGANISATION STRUCTURE

Headteacher

Deputy Headteacher
Behaviour & Inclusion

Deputy Headteacher
Curriculum & Standards

School Business Manager

Assistant Headteacher
Reporting & Assessment

Assistant Headteacher
Sixth Form & Careers

Assistant Headteacher
Professional Learning

Associate Staff

SENDCO

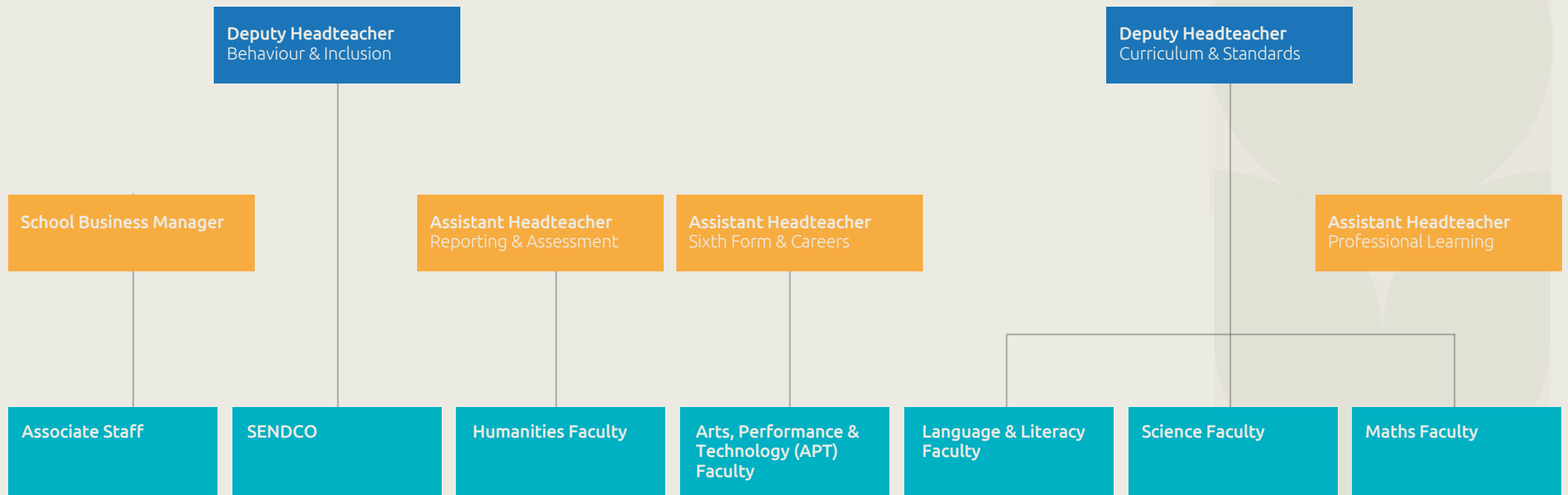
Humanities Faculty

Arts, Performance &
Technology (APT)
Faculty

Language & Literacy
Faculty

Science Faculty

Maths Faculty



SENIOR LEADERSHIP ROLES AND RESPONSIBILITIES

	Headteacher	Deputy Headteacher Behaviour & Inclusion	Deputy Headteacher Curriculum & Standards	School Business Manager	Assistant Headteacher Reporting & Assessment	Assistant Headteacher Professional Learning	Assistant Headteacher Sixth Form & Careers
Shaping the Future	Sustainable school culture Improvement Plan	Student Culture Pride and Gratitude	Self-Improving School	Inspirational Environments	Data rich school	Research informed teaching	16-19 vision
Teaching & Learning		Whole School Behaviour for learning	Curriculum led school improvement	Staff wellbeing Employee Relations	Data, Assessment and Reporting	Quality First Teaching	Literacy and Oracy Numeracy
Developing Self & Working with Others	Developing distributed leadership LASHH/District 6	District 6 DHT link (ie managed moves)	School to School links	Associate staff CPD and training	AI Development	Developing Professional Learning	Careers Curriculum
Managing the Organisation	Line management of senior leadership team	Line Management of SEN Team and Pastoral Team	Line Management of Literacy and Language, Maths and Science	Line management of Business and Admin Team, ICT Team, Premises Team, Data Protection Officer	Line Management of Humanities	Initial teacher training Early Careers Framework	Line Management of Arts, Performance and Technology and Sixth Form team
	Recruitment and Retention of all Staff	Pupil premium strategy and evaluation	Curriculum design	Recruitment and Retention of all staff	Timetabling/ Curriculum structure	CPD/INSET	Careers education
	Pay Review/ Policy	SEN	Data Led School Improvement	Pay Review/Policy	Data and Assessment	Enrichment	UCAS
	Permanent Exclusions/ Suspensions	Inclusion	Examination Outcomes	Strategic/operational oversight of associate staff	Synergy	Alternative provision	Sixth Form provision
	Strategic/operational oversight of all staff	Safeguarding/CP	Options process	Management of School Finances	Day to day operational procedures	Higher Prior Attaining students	
		SMSC, PSHE	Faculty Improvement plans	Human Resources	School Calendar		
		Student Leadership	Faculty Self Evaluation	Facilities Management Whole School ICT	Fair Banding process		
					Student Leadership		
Securing Accountability	Governance Whole School Self evaluation Finance HR Ofsted Appraisal	Whole School Behaviour and Standards Attendance SEND outcomes	Faculty Leaders review	Governance Finance HR GDPR Safer Recruitment Policies and Website Financial Compliance (SFVS) Risk Management Health & Safety Appraisal - Associate staff	Assessment and Reporting	Teacher Support programme	16-19 standards CEIAG (Careers Education Information Advice and Guidance)
Strengthening Community	School to school links	Community Engagement	Transition	Marketing Business and community links	Parents' evenings	Enrichment links	University and employment links

STAFF WELLBEING, STUDENT COMMENTS AND FAIR BANDING



STAFF WELLBEING

At Moor Park, we believe that our staff are our greatest resource and protecting their wellbeing allows us to ensure success for our students. We are proud to be signed up to the Department for Education's Wellbeing Charter and are committed to creating a working environment that is supportive, respectful, and rewarding.

Our school is dedicated to developing, growing and retaining talented leaders and staff and we want Moor Park to be a place where people want to work and choose to stay.

To embed wellbeing into our daily practice, we've taken meaningful steps such as ensuring lower than average teacher contact ratios to allow more time for planning and preparation, keeping after school meetings to a minimum and centralising behaviour management systems to ensure staff feel supported. We offer a 'Moor Park Day' for staff to use as they wish, support part time work and job sharing where possible and we are committed to resourcing the school to a high standard.

We are also driving down unnecessary workload by streamlining marking, data input, and curriculum planning. We are supporting mental health by surveying and responding to the wellbeing and mental health concerns of staff, offering free confidential counselling, and signposting to the workplace wellbeing website. Together, we are building a culture of care, balance and professional fulfilment.

Staff comments about what it's like to work at Moor Park.

"Working at Moor Park has allowed me to gain confidence and passion in my professional life. I love working at a school with great facilities, a great staff body, and that allows me to develop extracurricular opportunities for both our students and my own personal development. Moor Park has a great sense of community, pride, and gratitude amongst students and staff alike. I consider it a real privilege to work here."

"Supportive colleagues all pulling in the same direction to improve the life chances of our young people."

"Moor Park is welcoming, calm and diverse. It has changed over the years from when I used to be a student here, but the feel of belonging has increased even more as a teacher."

"When I joined Moor Park in 2024, I felt welcomed by everyone. The induction process made life at Moor Park easy to understand and this meant I settled quickly into my new role. I had a wonderful first year working with some amazing staff and students."

"Moor Park is an immensely welcoming and caring school. The staff body are extremely supportive and are a real strength to the school."

"I personally value the diversity of both staff and students at Moor Park. Our differences form the foundation of a strong, inclusive community united by a shared moral purpose and a deep sense of belonging. For me, what makes Moor Park truly distinctive is the genuine care people show for one another, creating an environment defined by warmth, kindness, and compassion. These qualities have been central to my experience and are the reason I have proudly remained part of the Moor Park community for nearly two decades."



STUDENT COMMENTS



Student comments about what it's like to attend Moor Park.

"Moor Park offers a vibrant and engaging environment where students can thrive academically and socially. The school provides a wide variety of clubs, giving students the chance to explore their interests and develop skills. This is from language clubs that celebrate cultural diversity to groups focused on the arts, sciences and beyond. Teachers are not only friendly but deeply committed to supporting every student. Our school is a community where learning feels personal and meaningful. Beyond the classroom we have subject related trips that we can all enjoy as well as sports day and the school BBQ. We have the SHARP system that helps us to feel safe because we can report any bullying or things we are worried about. Altogether, Moor Park combines excellence in academic studies, with opportunities for creativity, friendship and fun." **Issac, Head Boy**

"Moor Park is a great school that is helping me achieve my academic potential. They genuinely care about our future success. We know a lot of time goes into planning good lessons. Moor Park has helped me develop my critical thinking and has arranged trips to go to colleges and universities to help us plan next steps. We get extra support in year 11 as they organise interventions through the year to cover topics or skills we might be struggling with." **Malaiyka, Head Girl**

"Moor Park is a great school. I know I made the right decision when I chose to move here from the other school I was at. The support system is always there. There is always someone around to help with anything you need." **Imogen, Year 10**

"I like coming to Moor Park because I love PE lessons, the teachers are nice, and I get to see my friends." **Lleyton, Year 9**

"Teachers are welcoming and supportive and there's lots of extracurricular activities for us to get involved in". **Isa, Year 8**

"I'm glad I've come to Moor Park because the teachers are friendly and helpful." **Tegan, Year 7**

FAIR BANDING



OUR FAIR BANDED APPLICANTS WILL BE PLACED IN ABILITY BANDS

BAND 1
20%
Band intake



BAND 2
20%
Band intake



BAND 3
20%
Band intake



BAND 4
20%
Band intake



BAND 5
20%
Band intake



Our Fair Banding Admission Policy was introduced for the 2024/25 school year. All children who wish to apply for the school will need to sit an assessment in October as part of the admission process for the following academic year.

Fair Banding is the use of a short assessment which allocates children to an ability band according to their results. There are 5 ability bands, and this means we can take a range of children from different abilities. It's a common system used around the country, particularly in London, and is a fair way to ensure we remain truly comprehensive and have a broad intake of abilities entering our school.

The assessment is non-verbal, and families are given example tests via the website. The data collected is only used to band the children for the application process and is not used again in school for any other purpose.

With our current PAN of 130, 26 places are available in each band. Children with EHCPs that name the school are exempt from the process, however, we do encourage them to still sit the assessment. If a band is not filled by applicants, students are then taken from the next band. Once in bands, students are then ranked using the local authority system (siblings, distance etc). Any student who does not sit the assessment (regardless of result) will be automatically ranked below everyone who did take it.

FINANCE AND FACILITIES, CAREERS AND ENRICHMENT



FINANCE AND FACILITIES

Moor Park's gross budget is almost £5.5 million. The school consistently sets a balanced budget and is in a healthy position going forward, with reserves to support further development and improvement.

The original building dates from 1912 and has many beautiful features such as the large stained-glass window in the main hall dating from 1926. Over the years, the site has been enhanced with extensions in the 1980s, a new build completed in 2006, and, most recently, a £2 million development that provided a new sports centre, dining room and additional classrooms.

The premises are maintained to an exceptionally high standard with an allocation from the revenue budget to support a rolling maintenance programme and an annual development plan, to ensure a safe, high quality learning environment for all. By agreement with Preston City Council, we enjoy the use of sports fields and pitches within the heritage park opposite the school.

CAREERS

Here at Moor Park, we are proud that our careers programme meets all 8 Gatsby Benchmarks and work each year to ensure we tailor our offer to students' specific needs and circumstances. Beginning in Year 7, each year group takes part in a range of activities that aim to challenge career stereotypes, develop an understanding of the world of work and enable students to feel fully prepared to take their next steps and for life beyond our school.

Students benefit from working with a range of local employers and an independent careers advisor (Year 10 onwards). Our careers programme is delivered through a combination of whole-school, faculty-led and form-time activities, ensuring that careers education is embedded within the curriculum all staff support the delivery of the programme.

Over the past few years, we have made substantial investments in ICT infrastructure to align with the annual DfE guidance. Our most recent projects include £250K spent on replacing the switch infrastructure and a further £50K invested in upgrading the wireless infrastructure, as well as installing new fibre optic network cable throughout school. Looking ahead, the school plans to migrate many systems to the cloud, including our management information system, device management platforms, and other key services.

Classrooms are equipped with the latest technology, connected through high quality systems. All staff and students are provided with Microsoft accounts for full access to the Microsoft365 suite, as well as google accounts to enable students access to the many Chromebooks available in each faculty. Last year, faculty file storage was transitioned to SharePoint and this rollout is continuing for our support staff.

The school also won a £400K grant in kind to work with IBM, focusing on evaluating the school's cyber security, policies, action plans and providing staff training and resources. The project continued well beyond its initial 8-week plan, demonstrating Moor Park's commitment to strong industry partner.

Destinations data for the school demonstrates the vast majority of students move on to either A Level or vocational studies at local sixth form and FE colleges. Moving forward, we will be building on our existing offer to ensure that more students, where appropriate, access apprenticeship and T Level routes. We will also be trialling ways in which we can further engage with parents/carers, so that they can be fully knowledgeable about current post-16 study options and support their child to make well-informed decisions.

ENRICHMENT

At Moor Park all students in Years 7-13 participate in an extensive enrichment programme. Our aim is to nurture and develop each student and we therefore build into our curriculum an entitlement to enrichment and extension experiences. This is delivered in a variety of ways:

- **Performing Arts Opportunities:** Students have the opportunity to learn a musical instrument and are offered tuition delivered by experienced and qualified teachers. Instruments are provided for this, and all participants are encouraged to take regular examinations in their specialism.
- **Enrichment Weeks:** The regular timetable is collapsed to enable a range of creative and enriching experiences and opportunities.
- **Workshops and visits:** Trips and visits that are specifically linked to the curriculum.
- **Extra-curricular opportunities and activities:** A comprehensive weekly timetable of lunchtime and after school activities, in a wide range of school areas, in addition to the many sporting opportunities on offer.

In addition, we also work to identify individual student needs and provide specialised and targeted support to ensure all students reach their full potential. This support can take many forms including literacy or numeracy tuition with our KS2 teacher, or access to pastoral support or alternative provision programmes.

Cultural capital is addressed through all areas of the school. We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. This is addressed through each subject area, as we build in an entitlement to cultural capital that will:

- Be formally taught as part of the curriculum.
- Be delivered through our enrichment offer; activities which may unlock or extend understanding.
- Be targeted; where students may be invited to a specific intervention to ensure they are not disadvantaged educationally or experientially.



JOB DESCRIPTION, PERSON SPECIFICATION AND HOW TO APPLY

HEADTEACHER



JOB DESCRIPTION

Salary Range

Leadership Pay Spine L24(b) to L31

Currently £87,650 to £103,009 (pay award pending).

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

This document sets out 10 standards that the Governing Body at Moor Park High School and Sixth Form will use with The Headteacher in developing strategic targets for the school and for the setting of performance management objectives.

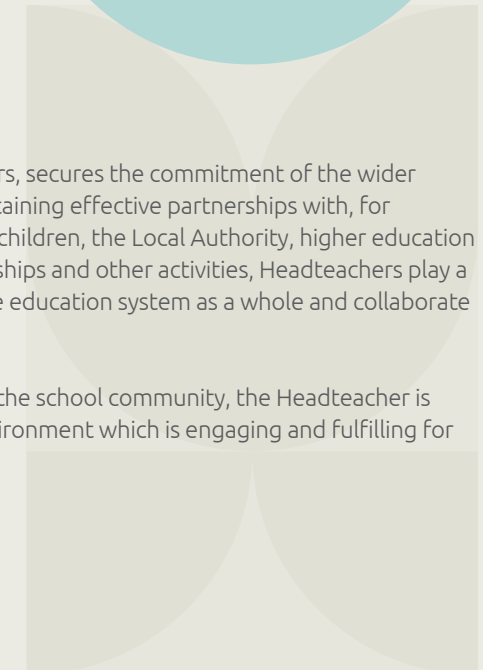
The Core Purpose of the Headteacher

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 students. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all students.

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 students.



1. School Culture

Headteachers:

- Establish and sustain the school's ethos and strategic direction in partnership with governors and through consultation with the school community
- Create a culture where students experience a positive and enriching school life
- Uphold ambitious educational standards which prepare students 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 students 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 formative assessment is embedded across the school and used effectively

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
- Ensure curricular leadership is effective, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that all students are taught to read through the provision of evidence-informed approaches to reading
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students
- Ensure high standards of student 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 students with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable students to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs⁸ and special educational needs and disabilities⁹ of students, 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 students 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 students

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.

Moor Park High School and Sixth Form 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 Management Team monitors levels of sickness absence in school regularly and takes action 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.

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.



Criteria highlighted with a ● under 'A' will be assessed through the application form and those highlighted under 'I' will be assessed through the interview process.

Qualifications	Essential	Desirable	A	I
1. Qualified teacher status (QTS).	●		●	
2. First degree.	●		●	
3. MA/MSc degree or equivalent.		●	●	

Professional Development	Essential	Desirable	A	I
4. Evidence of recent and appropriate professional development for the role of Headteacher (for a first-time head). Or Evidence of ongoing leadership and management professional development (if a serving head).	●		●	●
5. Up to date safeguarding training and knowledge of legislation for the protection of young people.	●		●	●

Experience and Knowledge of Teaching	Essential	Desirable	A	I
6. To have a working and current knowledge and understanding of all Key Stages in the secondary phase.	●		●	●
7. Proven excellence in teaching students in Key Stage 3 and Key Stage 4 and in leadership of teachers.	●		●	●
8. Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan.	●		●	
9. A commitment to ensuring inclusion and addressing diversity positively.	●		●	●
10. A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all students.	●		●	
11. A passion for teaching and a strong understanding of current pedagogical approaches.	●		●	●

School Leadership, Management Knowledge and Experience	Essential	Desirable	A	I
12. Successful leadership as a Headteacher.		●	●	●
13. Successful leadership as a Deputy Headteacher.	●		●	●
14. Evidence of successful experience of school self-evaluation and accountability and leading school improvement.	●		●	●
15. Evidence of the application of strategies to review, evaluate and improve teaching and learning.	●		●	●
16. Successful experience of curriculum development along with an understanding of the issues associated with choice and flexibility to meet individual needs.	●		●	●
17. Successful experience of positive behaviour management and development of a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding.	●		●	●
18. Experience of leading and managing staff, including holding staff to account and implementing change.	●		●	●
19. An understanding of strategic financial planning in relation to its contribution to school improvement and student achievement.		●	●	●
20. The ability to provide support and advice to the Governing Board to enable it to meet their responsibilities.	●		●	●
21. To have had experience of guiding, mentoring or training individuals or teams.	●		●	●
22. In-depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of a Foundation school.	●			●
23. Commitment to move the School from Good to Outstanding, raising standards for all whilst maintaining current core values.	●		●	●
24. An excellent understanding of Ofsted inspection framework and successful experience of school inspections.	●			●
25. To have high expectations and the ability to promote and deliver the school's vision, ethos, priorities and targets including the spiritual, moral, social, emotional and cultural development of all its students.	●		●	●

Attributes, Qualities and Skills	Essential	Desirable	A	I
26. Strong behaviour management skills.	●		●	●
27. An ability to communicate effectively, both orally and in writing, with a range of audiences.	●		●	●
28. To be a leader of learning; demonstrating, promoting and encouraging excellent classroom practice.	●			●
29. A commitment to the professional development for all staff, and self.	●		●	●
30. To be supportive of an appropriate work life balance for self and others.	●		●	●
31. Have a good attendance record and commitment to sustaining regular attendance at work.	●			●
32. To be able to assess and balance risks and opportunities.	●			●
33. An ability to engage and work collaboratively with parents and carers..	●		●	●
34. The ability to plan, prioritise and organise self and others.	●		●	●
35. A clear vision for an innovative, progressive and forward-thinking school	●		●	●
36. The ability to build, create and then communicate a clear vision for the school to all people.	●		●	●
37. The capacity to provide inspirational, enthusiastic and innovative educational leadership.	●			●
38. The ability to inspire confidence.	●			●
39. The ability to perform effectively under pressure.	●			●
40. Think analytically and creatively and demonstrate initiative in solving problems.	●		●	●
41. A caring and considerate attitude towards young people, which values each child's potential and recognises each child as an individual.	●			●
42. Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job.	●			●
43. An ability to establish effective working relationships with a wide and diverse range of people including students, parents, Governors, colleagues, other professionals and wider community.	●		●	●
44. Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others.		●		●

Safeguarding	Essential	Desirable	A	I
45. Displays commitment to the protection and safeguarding of children and young people.	●		●	●
46. The ability to form and maintain appropriate relationships and personal boundaries with young people.	●			●
47. Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people.	●		●	●
48. Will co-operate and work with relevant agencies to protect young people.	●		●	●

Professional Skills	Essential	Desirable	A	I
49. 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 Moor Park High School and Sixth Form.	●		●	●

Confidential References and Reports	Essential	Desirable	A	I
50. Positive recommendation from all referees, including current employer.	●		N/A	N/A

Application Form and Tasks	Essential	Desirable	A	I
51. The form must be fully completed and legible. The tasks should be clear, concise and related to the specific post.	●		N/A	N/A

ADDITIONAL INFORMATION AND HOW TO APPLY

The post is advertised within a range of £87,650 to £103,009 (pay award pending).

The expectation is that the successful candidate will be appointed at the lowest point on the range. However, the Governing Body take the view that if as a result of their current salary the successful candidate is eligible to be appointed at a point other than the minimum of the above range, then they will pay one point higher than their existing salary up to a maximum of £103,009.

The application process

An application can be made via the school website at www.moorpark.mp and accessed through the 'vacancies' tab or via the TES website. **Please note:** any other form of application will not be accepted. CVs or other supporting documentation will not be accepted.

In addition to completing the factual information on the application form, please complete the following two tasks.

Task 1

In no more than 1000 words provide appropriate evidence to show how you meet the Person Specification ensuring that you address the following points: -

- Your reasons for applying for this post and what you aim to achieve if appointed.
- Your relevant experience and the qualities you are able to bring to this position.

Task 2

In no more than 750 words, outline your personal philosophy for a successful secondary school and the values that drive and influence your work.

Key dates

Closing date for applications is **Noon on Wednesday 22 October 2025.**

Shortlisting is scheduled to take place on **Tuesday 4 November 2025.**

Shortlisted candidates will be contacted by telephone/email.

Interviews are scheduled to take place over two days,
Wednesday 12 November and Thursday 13 November 2025.

If you wish to arrange an informal visit to the school, please contact:
Mrs Marsden, School Business Manager at vacancies@moorpark.mp or **01772 795428.**

Dates available for visit to the school:

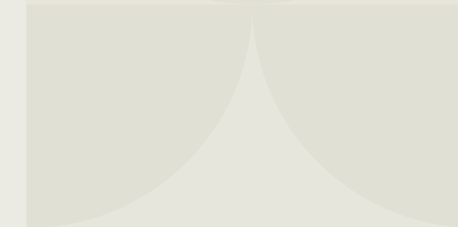
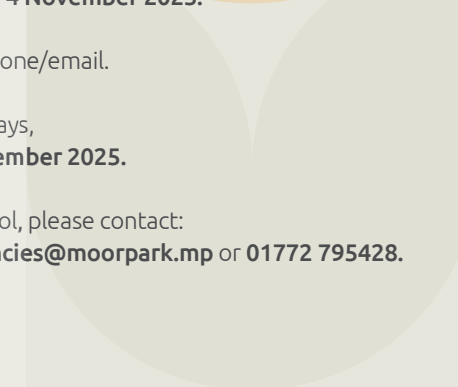
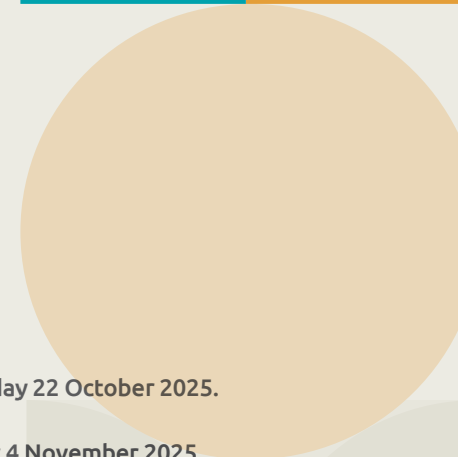
Thursday 2 October 2025

Wednesday 8 October 2025

Friday 10 October 2025

Tuesday 14 October 2025

Thursday 16 October 2025



PROUD TO BE
MOOR PARK



MOOR PARK HIGH SCHOOL AND SIXTH FORM
Moor Park Avenue Preston Lancashire PR1 6DT

01772 795428 admin@moorpark.mp **www.moorpark.mp**