

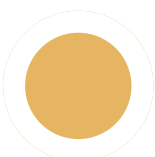
Headteacher Recruitment

April 2026

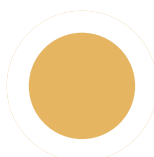


Saltaire Primary School

- ENJOY ACHIEVE THRIVE -



01274 584093



office@saltaireps.co.uk



Our Vision

Our children will receive a nurturing and ambitious primary experience, rooted in creative, engaging contexts for learning and our unique local heritage. Our school will offer a broad, rich and inclusive curriculum. In partnership with families, every child will enjoy, achieve and thrive – preparing them for bright futures in the global community.

Our learning journey will ensure that all children:

- Develop a lifelong enthusiasm for learning;
- Are able to overcome disadvantage and barriers to learning;
- Become resilient learners and active citizens;
- Understand how to keep themselves and others safe in the real and virtual world;
- Have the confidence to speak out and challenge inequality;
- Feel physically and mentally strong - well prepared for every stage of their lives.

We are seeking a dedicated, proactive leader who is committed to developing the inclusive and nurturing ethos of Saltaire Primary School and values the unique nature of the school and its community.

We are seeking a Headteacher who is committed to demonstrating the qualities and skills we expect of our children:

Respect
Responsibility
Reflection
Enjoy
Achieve
Thrive



About our School

Saltaire Primary School is a two-form entry, local authority-maintained community primary school in the UNESCO World Heritage village of Saltaire, near Bradford in West Yorkshire. Saltaire is easily accessible by road and public transport from Bradford, Leeds, and Skipton. Although close to busy urban centres, Saltaire also benefits from easy access to surrounding parks, woodland, and canals, and the Yorkshire Dales and Bronte Country are within easy driving distance.

We serve a diverse community and currently have 417 children on roll. We strive to provide a rich, challenging, and inspiring curriculum and maintain high expectations for all our children. In addition to quality first teaching we provide specific support for children with additional needs through our dedicated inclusion team, of which our school dog Inca is an important member. Our curriculum is enriched by a range of opportunities for learning outside the classroom, making the most of the historic location of our school and providing a diverse range of opportunities for children to develop, including: Crew, our structured personal development programme, our enrichment curriculum SPS Champions University, and a range of day and residential trips.

We are fortunate to benefit from an engaged community of parents and carers that support their children's learning and the wider development of the school. The Friends of Saltaire Primary School (FOSPS) organises a range of exciting, well-attended events throughout the year including discos, fun runs, and a summer fair that provide vital fundraising opportunities that enable us to further invest in the school for the benefit of the children. Our team of dedicated teaching, support, and administrative staff share a commitment to providing positive experiences for our children every day and we seek to ensure that their professional development and wellbeing are attended to in order that we can maintain the nurturing, inclusive, and educationally rich environment that makes Saltaire Primary School so special.

In recent years the team has received recognition for the range and quality of opportunities the school provides:



Letter from the Chair of Governors

Thank you for your interest in the role of Headteacher at Saltaire Primary School. We are seeking to appoint a new, inspiring leader for our school as our current Headteacher moves on to a new role in the sector. The staff team at Saltaire Primary School have taken the school from strength to strength in recent years, in spite of the multiple challenges all schools and communities have faced. We are seeking a passionate, committed, inclusive, and resilient Headteacher who can continue to build on the school's strengths and appreciates and respects the school's distinctive culture and ethos.

The school provides a nurturing environment for all its pupils, and this is reflected in their behaviour and the respect they show to their peers, teachers, and visitors alike. The school's well-designed and ambitious curriculum, its exciting enrichment offer, its responsive, pro-active inclusion team, and strong sense of community make the school not only a great place to learn but also to work. We are proud of the highly skilled and dedicated school staff and seek to provide an environment that nurtures their development and wellbeing as well as that of the children.

We hope you will take the opportunity to visit the school. Our website also provides a wealth of information. We look forward to receiving your application.

Dr Naomi Hodgson, Chair of Governors
On behalf of the Governing Body



Advert

**Required for
April 2026**

**Headteacher
Salary L17-L23**

As our current Headteacher is moving on to a new role, the Governing Body at Saltaire Primary School are seeking to appoint an inspiring, inclusive, and proactive leader who is able to maintain the well-established areas of success and distinctive ethos of the school.

About You:

You will be a resilient leader with a passion and appreciation for the different stages of early years and primary education. You will be collegial, communicate effectively, and influence positive change through an understanding of the needs of a diverse school community. You will nurture a supportive culture that recognises, effectively utilises, and celebrates the strengths of your team and works collaboratively in the best interests of all the children in the school. You will be dedicated to building positive relationships with pupils, parents and carers, governors, and the wider community of Saltaire Primary School.

In return, we offer:

- An established, supportive, professional team who work well together.
- A commitment to your continuous professional development.
- A well-informed, conscientious, and responsive Governing Body committed to providing support on all matters.
- A happy and friendly school, with children who respect each other and have a thirst for learning.
- A culture which allows all staff to thrive and develop.

A tour of the school is strongly encouraged. Please contact the school office on 01274 584093 to arrange a tour.

For further details and to apply, go to www.prospectsonline.co.uk Please note that CVs are not accepted.

Closing Date: 12 noon, Friday 21 November 2025

Shortlisting Date: Week Commencing 24 November 2025

Selection Interviews: Thursday 11 and Friday 12 December 2025

The school prides itself on being an equal opportunities employer and abides by Safer Recruitment Practices. We are committed to safeguarding and promoting the welfare of children. An online search will be carried out at shortlisting. All other Pre-employment checks including a DBS check, will be completed during the recruitment process.

Headteacher Job Description



Salary: L17 - L23

Hours: Full time

Contract type: Permanent

Reports to: Board of Governors

Responsible for: All staff and pupils within the School

This Job Description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will carry out. The post-holder may be required to do other duties appropriate to the level of the role.

Role Summary

The Headteacher's role is to lead the school to ensure that the needs of its pupils are effectively met and that they receive a high standard of education and that this is delivered in a safe and supportive environment. The Headteacher will be a visible presence in the school.

Core Purpose

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Monitor progress towards achieving the school's aims and objectives
- Allocate financial resources appropriately, efficiently and effectively
- Abide by the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles).

School Culture

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Inspire and motivate pupils, staff and members of the school community to excellent standards of achievement
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment

Headteacher Job Description



Teaching, Curriculum and Assessment

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum

Behaviour

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Additional and Special Educational Needs (SEN) and Disabilities

- Promotes culture and practice that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Ensure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Ensure the school fulfils statutory duties regarding the SEND Code of Practice

Managing the School

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk

Headteacher Job Description



Continuous School Improvement

- 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

Governance, Accountably and Working in Partnership

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff 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
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Professional Development

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet own development needs

Headteacher Person Specification

- A Application Stage**
- P Pre-employment check stage (inc. References)**
- I Interview and Assessment Stage**
- E Essential**
- D Desirable**

Qualifications and Training

- Holds a degree level qualification or equivalent. E, A, P
- Qualified Teacher Status (QTS) or other recognised teaching qualification. E, A, P
- Holds a Professional Qualification or working towards gaining a NPQH or CEPQH (or equivalent experience). D, A, P
- Evidence of recent appropriate leadership development training. D, A, P
- DSL Training. D, A, P

Experience

- Successful Senior Leadership of a primary school setting (age range 5 to 11 years). E, A, I
- Experience of developing, reviewing the school's strategic plan, together with the Local Governing Body, ensuring that key objectives are used to develop school improvement plans. E, A, I
- A proven track record of building and implementing a culture of high performance, accountability and ethical standards from all staffing groups across the school. E, A, I
- Experience of raising attainment, setting high expectations and continually raising standards of teaching and learning. E, A, I
- Able to implement a climate of learning which enables the best outcomes for all pupils. E, A, I
- Experience in evaluating and using a range of data to improve pupil outcomes. E, A, I
- Experience of involvement in managing school budgets. E, A, I
- Proven track record of managing pupils with challenging needs. D, A, I
- Experience with Resource Provisions. D, A, I

Headteacher Person Specification

- A Application Stage**
- P Pre-employment check stage (inc. References)**
- I Interview and Assessment Stage**
- E Essential**
- D Desirable**

Leadership Qualities

- Abides by the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles). E, A, I
- Ability to establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community. E, A, I
- Ability to champion a culture which is inclusive, supportive, promotes diversity and equality, with ambitious expectations for all pupils. E, A, I
- Create a culture where SEND and Pupil Premium pupils experience a positive and enriching school life regardless of age ability aptitude or SEND across all phase groups. E, A, I
- Is a visible and high profile role model with a professional approach that demands excellence, confidence, trust and respect through inspiring and empowering staff to succeed. E, A, I
- Ensures staff have access to high-quality, sustained professional development opportunities to raise standards of teaching and learning for all pupils. E, A, I
- Ensure rigorous approaches to identifying, managing and mitigating risk. E, A, I
- Able to communicate a vision to a wide range of audiences and inspire others. E, A, I
- Committed to safeguarding, inclusion and promoting the welfare of all stakeholders. E, A, I
- Able to build good relationships with parents and the local community. E, A, I

Knowledge and Skills

- Up to date knowledge and understanding of the National Curriculum and experience of curriculum design at the relevant age range (5 to 11 years). E, A, I
- Up to date knowledge of national policy, legislation, financial frameworks and school governance. E, A, I
- Knowledge and application of setting high expectations and monitoring progress to continually raise standards of teaching and learning and outcomes for pupils across all subjects and phase groups. E, A, I
- Knowledge of workforce change and PAN reductions in school. D, A, I
- Operates with financial astuteness, within a clear set of principles centred on the school's vision. E, A, I
- Ability to analyse and interpret comparative data, establishing benchmarks and set targets for improvement. E, A, I
- Ability to embed clear quality assurance systems that drive consistency and improvement in performance across the school. E, A, I
- Ability to use performance management processes to drive improvement across the school. E, A, I
- Ability to cooperate with other schools and learn from their practice. E, A, I
- Commitment and ability to continue to develop the exciting curriculum which is a core feature and strength of our school. E, A, I



Equal Opportunities Information

Equality

Saltaire Primary School welcomes pupils and staff from a wide range of backgrounds. We believe that their different cultures, talents and life experiences bring richness and vibrancy to school life and help to create an environment that supports us all in learning from each other.

We take seriously our duties to eliminate discrimination, promote equality of opportunity and foster good relations between people of all backgrounds. This duty is set out in the Equality Act of 2010, which covers sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.





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