



IDLE CE PRIMARY SCHOOL HEADTEACHER RECRUITMENT SEPTEMBER 2026



Dear Applicant,

On behalf of the Governors, I would like to thank you for your interest in the position of Headteacher at Idle Church of England VA Primary School.

We are proud of our inclusive and nurturing environment, where children are encouraged to grow spiritually, academically and socially. Our school is built on this foundation of Christian values, with love, courage, and joy guiding our actions – characteristics we know our new Headteacher will live and champion every day.

The Governors and school staff are excited by the prospect of working with a new Headteacher and are committed to supporting the successful applicant once in post.

The school wishes to appoint a highly skilled Headteacher to lead our hardworking team. As Headteacher, you will work closely with governors to set the school's future strategic direction and, in doing so, you will demonstrate your commitment to pursuing excellence in every aspect of the life of the school. The school is determined to build upon the progress made since the inspection and continue its pursuit of its high standards for teaching and learning in the future.

Governors are looking to appoint a Headteacher who is:

- Resilient with excellent leadership knowledge and interpersonal skills;
- A leader with a clear vision for enriching the school's distinctive Christian ethos;
- Passionate about raising educational standards for all our diverse student groups;
- Dedicated to maintaining and enhancing the established partnerships with the community and church.

The school's new Headteacher will be a leader who is passionate about teaching and learning, an individual who is committed to achieving excellent outcomes for all pupils, and someone who will champion the interests of pupils, staff and the local community.

The information pack has been designed to give you an introduction to our school and ethos. However, we would love you to visit our school so that you can get a feel for yourself and see if you can be the person to lead Idle CE Primary on the next stage of its journey.

Further information is available on our school website.

I very much look forward to meeting you and receiving your application.

Yours sincerely

Nicola Roth

Chair of Governors



Idle CE Primary School is a caring and inclusive community, providing everyone with opportunities to thrive through faith, learning and shared goals; growing together. We foster bravery in facing challenges, celebrate teamwork and nurture a spirit of helping others. Our vision is deeply rooted in the Christian values of Courage, Love and Joy.

We are at an exciting point in our school development journey. There are clear green shoots of improvement throughout the school, driven by our commitment to 'grow together'. Staff, parents and children are keen to embrace new opportunities to deepen learning for all. We are committed to work together as a whole school community and, through a strong sense of collective responsibility, we are reflective, motivated and ready to build on recent progress.

Idle CE Primary School offers a rewarding opportunity for a Headteacher to lead a school with a clear moral purpose, a supportive community and a strong foundation for continued school improvement.

Pupil voice – What our children say about their school and what qualities they are looking for in a Headteacher

Our pupils are looking for a Headteacher who is kind, caring, fun, and creative, with a strong sense of fairness and respect. They value someone who shows gratitude, has a strong faith and enjoys spending time with children, whether through play, singing or sharing special moments in learning. They hope for exciting ideas to make school even better, such as more playground equipment, creative activities and opportunities to celebrate together. Above all, they love that Idle CE Primary is a place where friendships flourish, everyone is kind and supportive and learning is both challenging and enjoyable.



Living in Idle – A Hidden Gem

Nestled between Bradford and Leeds, Idle offers the perfect balance of village charm and city convenience. Our wonderful suburb has so much to offer:



Village Feel with City Access

Idle is a vibrant, friendly community with a traditional high street, local shops, and welcoming pubs. Yet you're just a few miles from Bradford's vibrant city centre and a short drive or train ride to Leeds, giving you the best of both worlds.



Holy Trinity

At the heart of Idle is the much-loved Holy Trinity Church, a well-attended and welcoming parish with deep roots in the local community. The church has strong links with our school, hosting joint events and fostering a sense of shared purpose - perfect for leaders who value community engagement and partnership.



Connectivity

Idle has excellent transport links: Leeds Bradford Airport is only 15 minutes away, central Bradford is a 15 minute drive, and Leeds city centre is reachable in under 30 minutes. You're also just minutes from Shipley and Apperley Bridge stations with direct trains to Leeds, Bradford, Skipton (at the edge of The Dales), and London.



Green Spaces

Weekends can be spent exploring stunning countryside, hiking trails, and picturesque villages nearby. The Dales and Ilkley Moor are on our doorstep, and the picturesque Baildon Moor can be seen across the valley from our playground. The Leeds-Liverpool Canal offers beautiful waterside walks and cycling routes just down the road from school - ideal for relaxing weekends. A short drive away is Saltaire, a UNESCO World Heritage Site with stunning Victorian architecture, boutique shops, and regular events.





Vision and Values

The whole school community, with the support of the Diocese, has recently worked together to develop a vision for Idle as we moved forward after our recent inspection; Idle CE is a caring and supportive community, where everyone is provided with opportunities to thrive through faith, learning and shared goals: growing together. We foster bravery in facing challenges, celebrate teamwork and nurture a spirit of helping others.

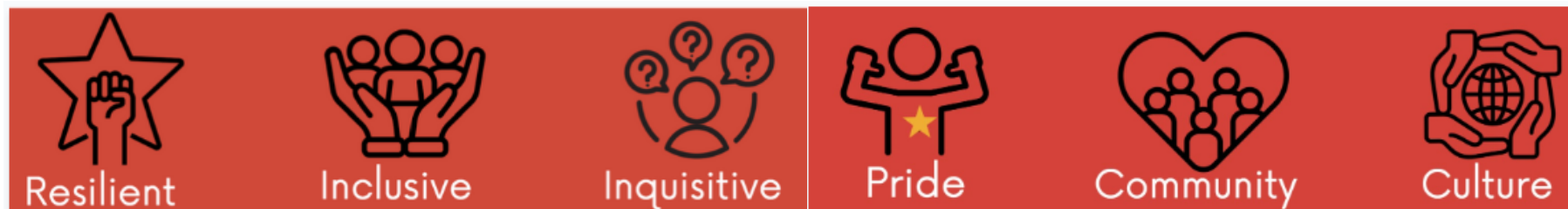
This builds upon our Values; Love, Courage, and Joy and is an important part of the school's ethos.

Everyone at Idle is proud to be part of the church school family. We work closely with the church and Diocese of Leeds and hope that in the future these bonds will grow ever stronger.

The Fullness of Life at Idle CE

Central to the life of Idle CE Primary School is a Christian vision inspired by the parable of the Mustard Seed (Matthew 13:31-32). We believe that even the smallest beginnings can grow into something strong and life-giving. This understanding shapes our aspirations for every child and adult in our school community.

In line with the Diocesan Statement of Entitlement, Idle CE Primary School is committed to providing an education for all, where inclusion, equity and dignity are lived out in daily practice. Our new Headteacher will be welcomed into a community that is deeply committed to removing barriers to learning and enabling every pupil to flourish academically, socially, emotionally and spiritually.





The Governors of Idle C of E Primary school are looking forward to appointing our new Headteacher. Governors, staff and pupils are seeking to appoint a dynamic and compassionate leader to lead us through the next phase of our development and ensure that all pupils and staff in our school flourish.

As our ideal candidate you will be:

- Able to embody the vision for the school and enhance the school's distinctive Christian ethos
- Brave enough to accept challenges, make difficult decisions and make changes where necessary
- A compassionate leader who values others and sees beyond target-driven data
- Approachable, personable and visible as a leader
- A strong, inspiring role model who can develop and encourage staff with a wide range of experiences
- Outward-looking, innovative and creative with the confidence to bring new ideas
- Keen to work positively and effectively in partnership with families, governors and the local church

We can offer:

- The opportunity to shape the future potential of Idle CE Primary and its community
- Articulate children who have a thirst for learning
- A dedicated and caring staff team
- A skilled Governing Body, fully committed to your professional development
- If successful, a relocation package of up to £5,000 will be available for candidates who need to move in order to take up the role

A tour of the school is strongly encouraged. Please contact the school office on 01274 410111 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: 9am, Monday 9 March 2026

Shortlisting Date: Thursday 12 March 2026

Selection Interviews: Monday 23 and Tuesday 24 March 2026

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.

ADVERT

**Required for
September
2026 or ASAP**

**Headteacher
Salary L18-L24**

Salary: L18-L24

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

This appointment is with the Governing Body of the school under the terms of the National Society Contract signed by the Governors as employees.

<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/staff-contracts-schools-and-academies>

The Headteacher will be expected to meet the National Standards for Headteachers (2020). These standards are built upon The Teaching Standards (2011) 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, and the terms of the National Society contract. In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Diocese, Local Authority, the Governing Body, the staff of the school, its pupils and the parents of its pupils.

Core Purpose

- Develop the school's Christian vision, and values and strategic direction together with the governing body, and through consultation with the school community
- Lead by example, actively modelling and embedding the Christian vision and core Christian values of the school into all areas of school life
- 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
- Allocate financial resources appropriately, efficiently and effectively
- Secure, sustain and develop mutually beneficial partnerships with schools, external services, the Diocese and the Local Authority.
- Be accountable to the governing body, which is the employer
- Abiding by the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles).

School Culture

- Establish and promote a distinctive Christian vision, underpinned by core values and a moral purpose, focused on providing a high standard of education in the context of the Christian ethos of the school
- 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

Teaching, Curriculum and Assessment

- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, taking full account of the Church of England foundation
- 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

- Promote a culture of inclusivity that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Ensures the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Ensures 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

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, Accountability and Working in Partnership

- Welcome strong church school governance and actively support the Governing Body to understand its role and deliver its functions effectively – in particular its functions to set school strategy, and hold the Headteacher to account for pupil, staff and financial performance
- 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 collaboratively with other schools, local church organisations and relevant outside agencies
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
- Ensure that the school's Christian vision and associated values support, sustain and inform the school's formal partnerships and the partnership with the Diocese

Professional Development

- Ensure staff have access to appropriate, high quality professional development opportunities
- Keep up to date with developments in national and local education
- Work effectively with the Diocese Board of Education
- Seek training and continuing professional development to meet own development needs

- 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
- Holds Qualified Teacher Status (QTS) or other recognised teaching qualification. E, A, P
- Holds a Professional Qualification of NPQH / NPQEL (or equivalent experience). D, A, P
- Working towards gaining a NPQH / NPQEL. E, A, P

Experience

- Successful Senior leadership of a primary school setting for a minimum of 3 consecutive years (age range 5 to 11 years). E, A, I
- Successful Headship or Deputy Headship of a primary school setting for a minimum of 3 consecutive years (age range 5 to 11 years). D, A, I
- Successful teaching or leadership at a school with a nursery place setting. D, 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
- Experience of building successful partnerships with a wide range of stakeholders. E, A, I

- 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 pupils experience a positive and enriching school life regardless of age, ability, aptitude or their individual needs 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
- Demonstrate emotional intelligence that allows collaborative, enduring relationships to be built with all stakeholders. 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. D, 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
- 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

Equality

Idle CE (A) 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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