



# Long Lee Primary School

*Headteacher Recruitment  
April 2025*



Long Lee Primary School, Cherry Tree Rise, Long Lee, Keighley, BD21 4RU / 01535 603986 / office@footprintsfed.com

<https://www.longleeprimary.org.uk/home>

# Introduction



Long Lee Primary School is built upon a foundation of core values and a clear ethos, driving our commitment to empower every child to thrive. We believe in fostering an environment where children not only acquire essential skills and knowledge, but also develop resilience and adaptability needed to navigate an evolving world. Striving for excellence in all aspects of the curriculum, we aim to be an outstanding values-based school, where every child is supported to reach their full potential.





# Letter from the Chair of Governors

Thank you for your interest in becoming the Headteacher at Long Lee Primary School. After thirty eight years of dedicated service to the school, our current Headteacher will be retiring at the end of this academic year. Mrs Holdsworth is leaving the school in a very strong position with a stable and supportive staff team who are well placed to continue to move the school in a progressive direction under the leadership and direction of a new Headteacher. The school currently has a 'Good' OFSTED rating (March 2023) and the Governing Body is seeking to appoint a Headteacher who will build on current good practice and also bring fresh ideas to continue our drive forward.

Long Lee Primary is situated on the outskirts of Keighley in the village of Long Lee. We are part of the Footprints Federation with Ingrow Primary School, becoming a hard Federation in 2010. There is one Governing body which governs both schools. The 2 schools work closely at all levels for better outcomes for our children and staff. A team of leaders and staff work across the Federation, supporting behaviour, safeguarding, family support, quality of education, personal development and early years. The National trend of falling birth rate has impacted on numbers at Long Lee, which have fallen in recent years. The school reduced PAN from September 2023 from 60 to 45. There are currently 347 children on role, including a 52 place Nursery. The school leads a 16 place Resourced Provision (RP), The Silver Birch Hub, for children with Social, Emotional, Mental Health. These children are on role at Long Lee.

We are very proud of our children and our school. Everyone at Long Lee is expected to follow our mantra 'to be the best that they can be'. We get to know our children and families well. This gives rise to the warm and supportive spirit our community speaks so highly of. It has enabled many positive relationships which support our children and families both emotionally and socially. This is evidenced in our pupil and parent surveys.

It is a warm, welcoming, friendly school which values the contribution of all children. The latest OFSTED report highlighted that 'Pupils at Long Lee Primary School are polite and curious. They welcome visitors to school. Leaders promote the '4B' values to 'be kind, safe, respectful and inquisitive'. Pupils understand these values. They demonstrate how to 'be the best they can be' in lessons and around school'. Parents and carers speak highly of the school. One parent's comment, Long Lee Primary School is like, 'one big family', is one many of our parents feel.

Our strengths are in developing the whole child and nurturing their wellbeing as well as looking for academic progress and successes. Our Inclusion and SEND team support a significant number of children with additional (and some complex) needs and we utilise any additional funding attached to EHCPs to ensure the provision is in place to meet their needs.

The information pack has been designed to give you an introduction to the school and our ethos. However, we would love for you to visit our school so that you can get a feel for yourself about how special our school really is. We are offering tours of the school on Tuesday 11th, Thursday 13th, Monday 17th and Thursday 20th March 2025. To book a slot onto one of these tours please contact the school office. If you are unable to visit, our school website has lots of fantastic information.

If you think you could be the right person for this role, I look forward to reading your completed application. We look forward to meeting you.



**Andrew Judson**  
Chair of Governors

# About our School

## Vision & Ethos

We champion the vision of everyone “being the best that they can be”, encouraging all members of our community to embrace personal growth and achievement. Our ethos prioritises a happy, calm and nurturing atmosphere, fostering a stimulating learning environment. We are dedicated to building strong partnerships with families and the wider community, ensuring equal opportunities for all. Our team is committed to providing the best possible education for every child and strive to continually develop a creative, child-centred environment.

## Federation

Our thriving Federation unites Ingrow and Long Lee, two distinct primary schools, under our shared ethos. We celebrate each school’s distinct identity while fostering strong collaboration amongst children, staff and governors to ensure best outcomes for all.

The Federation model provides numerous advantages, including expanded curricular and extracurricular opportunities, a focus on raising standards, and shared access to resources and specialist staff. We prioritise leadership development and offer diverse career pathways for our team. Financial efficiencies are achieved through shared contracts, and enhanced governor support strengthens our governance. Crucially, our Federation ensures that all children are empowered to become well-rounded, resilient, and ambitious individuals, fully prepared for the next stage of their educational journey. We are seeking a dynamic Headteacher to lead us forward and continue to utilise the partnership to its full potential.





# Silver Birch Hub

The Silver Birch Hub, our integrated Resourced Provision (RP) for children with Social, Emotional and Mental Health Needs (SEMH), plays a vital part in our inclusive school community. Children benefit from personalised learning in smaller groups while accessing all mainstream facilities and an enriched curriculum with a core aim of removing barriers to learning. Integration into mainstream classes is carefully managed at the child's pace, with full parental involvement.

The Silver Birch Hub team, led by experienced SEMH Leads and SENDCOs, ensures each child's Educational, Health and Care Plan is effectively implemented. They prioritise communication with parents, track progress, and coordinate a multi-disciplinary approach. Staff are highly trained and experienced in supporting children with SEMH needs. Continuous professional development is a priority, ensuring effective practice in the management of challenging behaviours and maintaining safety and well-being for all.





# Advert

**Headteacher  
L15 to L21**

**Required for  
September  
2025**

Due to the retirement of our Headteacher, the Governing Body at Long Lee Primary School / Footprints Federation are seeking to appoint an inspiring and adaptable leader who is able to maintain the established areas of success.

**About You:**

You will be a resilient leader with strong analytical skills and financial acumen. You will communicate effectively and influence positive change through an understanding of the needs of diverse student groups. You will nurture a supportive culture recognising, utilising and celebrating the strengths of your team and empowering individuals through relevant continuous professional development. You will be dedicated to maintaining and enhancing partnerships with pupils, parents, governors, the community and Ingrow 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.
- 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 Governing Body committed to providing support on all matters.
- A supportive network of peers through the Federation for sharing ideas and best practice.

A tour of the school is strongly encouraged. Please contact the school office on 01535 603986 to arrange a tour. For further details and to apply, go to [www.prospectsonline.co.uk](http://www.prospectsonline.co.uk) Please note that CVs are not accepted.

**Closing Date:** 12 noon, Friday 28 March 2025

**Shortlisting Date:** Week Commencing 31 March 2025

**Selection Interviews:** Wednesday 23 & Thursday 24 April 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:** L15 to L21

**Hours:** Full time

**Contract type:** Permanent

**Reports to:** Chair of Governors for the Governing Body

**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
- Abiding 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**

- Promote a culture and practices 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







# 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

## Experience

- Successful Senior Leadership of a primary school setting (age range 3 to 11 years). E, A, I
- Successful teaching or leadership at a school with a nursery place setting. E
- 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
- 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 (3 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

Long Lee 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.







Copyright © 2025 City of Bradford Metropolitan District Council, City Hall, Bradford, West Yorkshire, BD1 1HY. All rights reserved. No part of this document can be reproduced in any material form (including photocopying or storing it in any medium by electronic means and whether or not transiently or incidentally to some other use of this document) without the written permission of the copyright owner except in accordance with the provisions of the Copyright, Design and Patents Act 1988.

Applications for the copyright owner's written permission to reproduce any part of this document should be addressed to the Pact-HR Team via email [pact-hr@bradford.gov.uk](mailto:pact-hr@bradford.gov.uk) Warning: To perform an unauthorised act in relation to a copyright work may result in both a civil claim for damages and criminal prosecution.

