



Winsford High Street
Community Primary School

Working Together to Achieve



**Headteacher
Recruitment Pack**



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Letter from Chair of Governors

Dear Applicant,

Firstly, I would like to say thank you for taking an interest in Winsford High Street Primary School and for considering becoming our next Headteacher. I hope that the information in this pack will excite you and help you to decide if the role is for you.

We, as Governors, are proud of Winsford High Street Community Primary School and are looking forward to welcoming a new, dedicated and ambitious leader to the school community.

We are a friendly, fully inclusive school and work hard to provide quality education for all pupils irrespective of their ability or background.

Our current Headteacher, Mark Joule, is leaving us after 23 years of dedicated service to the school and community, and we hope to make the appointment for a September 2026 start.

We are seeking a Headteacher who will build on our school's many strengths and lead us with vision, integrity, and energy into the next stage of our development. The successful candidate will be someone who values collaboration, inclusion, and creativity, and who can inspire both staff and pupils to achieve excellence.

The Governing Body is proud of what has been achieved at Winsford High Street and is ambitious for its future. We offer our new Headteacher the full support of a dedicated and experienced governing team, a strong partnership with parents, and a community that values its school deeply. We are looking for a Headteacher who will:

- Support and empower staff to achieve their best
- Foster a Culture of continuous improvement
- Celebrate success
- Be visible, approachable, and supportive within the school community
- Value partnerships, working with governors, parents, and local organisations and communities

- Recognise the value of good governance and keep governors well-informed and involved in strategic decision-making
- Work collaboratively with governors to ensure the school's vision and priorities are effectively delivered
- Continue to manage the budget to obtain the best outcomes for our pupils

We hope that, having read the information in this recruitment pack and visited our website, you will be inspired to apply and to lead our wonderful school into its next exciting chapter. We warmly encourage you to visit us to experience our school's welcoming atmosphere and to see our pupils' enthusiasm for learning first-hand.

I, and the whole of the Governing Board, look forward to receiving your application in due course but if you have any pre-application questions, please feel free to email me at chair@highstreet.cheshire.sch.uk.

With kind regards,

David Stott
(Chair of Governors)



About the School

Winsford High Street is a thriving and inclusive Local Authority maintained primary school situated on the main High Street in Winsford. We have a PAN of 75 children catering for children from age 3 - 11. Our classes consist of single year group classes and are split into 2 or 3 classes per year group. No class has over 30 children.

We are proud of our warm, welcoming atmosphere and strong family ethos, we foster a strong sense of belonging, celebrating diversity and promoting positive relationships. Visitors often comment on the calm, warm and friendly atmosphere in our school, how welcoming we are and how amazing our children are. Our staff team are committed to creating a nurturing environment where every child feels valued, heard, and encouraged to achieve their best. It is a school with ambition—for its children, its staff, and its wider community—making it an exciting and rewarding place to lead and inspire. Our pastoral team supports and works closely with parents to ensure the best outcomes for our children.

Our children are kind, caring, and compassionate individuals with a genuine thirst for learning. They embrace opportunities to extend their knowledge, take part in a wide range of extracurricular activities, and develop talents that are celebrated both within and beyond the school.

Over the years, we have proved ourselves a Learning Organisation, not only educating our pupils but also developing our staff. We offer opportunities for student placements from Chester University, South and West Cheshire College and Warrington and Vale Royal. We have supported staff in their development through apprenticeships for teaching assistants and teachers, mentoring teaching assistants to achieve HLTA status and supporting staff through NPQ qualifications.

We are extremely fortunate in our site - our school has extensive grounds which we utilize for outdoor learning, two Multi-Use Games areas and a high quality football field. Our classrooms are large and there are a number of break-out spaces for intervention work. We have recently upgraded our KS1 sensory room to provide a safe and relaxing space to help some of our children when everything gets a little much for them. In addition we have two libraries, a theatre, a good-sized conference room which is used for a variety of meetings and a school mini bus.

We are an outward-looking school, and believe that the best results are obtained through collaboration and sharing best practice. To this end, we are an active member of the Winsford Education Partnership, having gained the Platinum Award for our sports and games provision, which provides opportunities for collaboration between schools to support the development of children, staff support and focus on pertinent issues. Over the past five

Pupils, including children in the early years, enjoy coming to school.

They said that they feel happy and safe because they know that staff genuinely care about them.

Parents and carers appreciate the support and care that staff provide to their children.

Parents typically said that staff go out of their way to ensure that their children are safe, happy and that they achieve well.

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High Street makes me feel safe and it is a very fun place to learn. We do fun things like outdoor learning, swimming and cool trips!

Before I moved here, I was nervous but on the first day I made friends and felt safe. Everyone is respectful here.

I love coming to school because in English we read lots of exciting books. My friends and teachers feel like a family to me. We welcome everyone and there are no outsiders.

Children's comments

2025

years, we have collaborated closely with Cheshire and Wirral Maths Hub through their Sustaining Mastery work groups and we are proud to be an active member of the Vale Royal School Sports Partnership.

We believe strongly in the value of residential visits for the children and offer residential trip opportunities for all children from Year 1 to Year 6. These offer our children a wealth of valuable experiences that extend far beyond the classroom and provide a unique opportunity for pupils to develop independence, resilience, and confidence as they learn to manage new routines away from home. Residential visits also allow children to challenge themselves physically and emotionally, often discovering new strengths and interests in the process. Most importantly, they create lasting memories that foster a sense of belonging and pride in their school community, supporting personal growth and wellbeing alongside academic learning.



Working Together to Achieve

Our school is a safe, healthy, caring and friendly place to learn. During each day we do our best to develop new skills and learn interesting information, to help us become excellent members of the community.

W - Welcoming H - Happy S - Safe

Our Aims:

The school community aims that all children:

- Feel happy and develop confidence
- Aspire to reach their full potential
- To become independent thinkers and lifelong learners
- Respect differences in others
- Value themselves and celebrate the achievements of all
- Take responsibility for themselves, the community and the wider world

Our objectives

- To educate each child through a broad, balanced and creative curriculum
- To ensure the wellbeing, safety and inclusion of all individuals
- To promote a positive physical environment to enhance the curriculum
- To maintain professional communication between all stakeholders
- To encourage high expectations which value enterprise and effort
- To prepare children for an interdependent and globalised world

The Role

Job Title: Headteacher
Reports to: Chair of Governors and Governing Board
Start date Tuesday 1st September 2026
Contract type: Full Time, permanent.
Salary: ISR L19-24 (£80,655 - £91,158)

Core Purpose:

The Headteacher will provide leadership and management of the School, ensuring its continuing success and improvement in the provision of high-quality education and personalised learning for all pupils. S/He will promote and support high standards, a strong sense of achievement and self-esteem and confidence for all within an environment that provides a secure, safe and stimulating space for all to work and learn. S/He will lead us in our pursuit of excellence with integrity and a strong sense of moral purpose.

The Headteacher will be required to carry out the duties as set out in the School Teachers' Pay and Conditions Document and take overall responsibility for the organisation and management of the school in accordance with the articles of government; the Headteachers' Standards 2020; the policies of the Governing Board, in consultation with Cheshire West and Chester Local Authority and the Director for Children, Education and Families.

Shaping the future - Leadership and Vision

- a) Strategic Thinking - Our Headteacher will be expected to develop and implement a clear vision for the school's future, aligning with the school's values and strategic direction.
- b) Decision Making - Our Headteacher will be expected to make sound judgements, manage complex situations and lead effectively.
- c) Teamwork - Our Headteacher must be able to listen to and understand diverse perspectives and foster a collaborative school culture.
- d) Ethos - Our Headteacher should ensure that the school ethos is clearly articulated, shared, understood, and acted upon effectively by all members of the school community.
- e) Motivation - Our Headteacher is expected to work with others to create a shared culture in a school that prioritises inclusivity, takes risks in learning and extends the curriculum.

- f) Continuous Improvement - Our Headteacher should demonstrate a commitment to continuous improvement and encourage a growth mindset.
- g) Innovation - Our Headteacher should be willing to innovate, take on new challenges and be a leader in the field of education.
- h) Lead by example - Our Headteacher must lead with integrity, creativity, resilience and clarity.

Leading Teaching and Learning

- a) Celebrate achievement in the development of the whole child and not only those matters that are measured externally.
- b) Ensure excellent teaching and learning, whether in the curriculum or extra-curricular provision, as they are at the core of our strategic planning, resource management and effective delivery.
- c) Create and maintain a learning culture which enables **all** pupils to become effective, enthusiastic and independent learners, who are committed to lifelong learning.
- d) Promote an exciting and ambitious curriculum that inspires children, including disadvantaged children and those with SEND, to make commendable progress and develop their own individual skills.
- e) Sustain an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, so they can support each other in determining, organising and implementing an enriched curriculum and its assessment.
- f) Ensure that adaptive learning opportunities and strategies are in place to support those pupils with additional needs and SEND.
- g) Establish an inclusive culture, one that has values, and has ambition for all inclusivity groups including disadvantaged pupils and those with SEND.
- h) Communicate and work closely with families to ensure that learning is supported at home.
- i) Monitor, evaluate and review both classroom practice and data/assessment information, and hold staff to account for the impact of their work on pupil outcomes. This should involve challenging underperformance and celebrating excellent teaching which leads to genuine improvement strategies.
- j) Ensure that the curriculum is regularly reviewed, evaluated and updated and that it takes account of the needs of our children, local and national initiatives, policies and statutes. This will be done in co-operation with colleagues, Governors and the Local Authority.
- k) Ensure that a broad range of extra-curricular activities is offered to provide extended opportunities for pupils, to support and challenge their interests and abilities and to promote stimulation for all.
- l) Promote consistently high standards of behaviour in the school and the school community.
- m) Have effective strategies in place to promote consistently high pupil attendance.

Communication and Relationships

Work in a positive and inclusive style, creating a learning environment where all children, staff and visitors feel valued and supported.

- a) Demonstrate active listening to gain an understanding of the diverse views of the children, teachers, parents and other stakeholders.
- b) Demonstrate transparency in developing open and honest communication whilst building trust and a positive school culture.
- c) Create and maintain partnerships that will build strong relationships with parents, the community and external organisations in order to support both the learning and the safety, care and wellbeing of all.
- d) Ensure the school is accountable to all stakeholders, particularly parents, carers, Governors, the Local Authority and the Department for Education.
- e) Ensure that pupils enjoy and benefit from a high-quality education, promoting collective responsibility within the whole school community.
- f) Liaise with the school community to share knowledge and understanding and to celebrates success.
- g) Work effectively with the Governing Board, advising and assisting as required in the exercising of its function, including attending meetings, submitting reports, providing relevant information and objective advice to support and enable Governors to meet their responsibilities.
- h) Network, seek and share best practice with other schools and relevant organisations.
- i) Demonstrate exemplary personal behaviour, with positive relationships and attitudes towards children, the staff, Governors and the wider school community.

Leading and Managing the School

- a) Ensure individual staff responsibilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation.
- b) Ensure that '*excellent teaching*' is a priority when recruiting, developing and nurturing this core value for all teachers and support staff.
- c) Create an organisational structure that reflects the school's ethos and aims, one that enables the management systems, structures and processes to work effectively in line with legal requirements.
- d) Work with the Governing Board to produce and implement clear, evidence-based improvement plans and policies for school and its facilities.
- e) Manage the school's financial and human resources effectively and efficiently to achieve the school's goals and priorities.
- f) Recruit, retain, and deploy staff appropriately, whilst balancing staff workload. This will involve working towards the school's vision and goals with clear and timely communication.
- g) Manage and organise the school infrastructure and environment efficiently and effectively to ensure that it meets the needs of the school, including all health and safety regulations.
- h) Ensure all school policies are implemented and adhered to.

Developing Self and Working with Others

- a) Treat people fairly with dignity and respect.
- b) Build and maintain a positive school culture that enjoys a collaborative relationship within the school and the local community at all levels.
- c) Develop and maintain effective strategies and procedures for staff induction, professional development, appraisal and staff retention.
- d) Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- e) Regularly review own practice, set personal targets and take responsibility for own personal development.
- f) Work in a solution-focussed manner through effective engagement with parents, teachers, Governors and children.

Strengthening Community Links

- a) Be an ambassador for the school in the wider community, skilfully and continually enhancing the school's reputation and profile.
- b) Collaborate with other schools and organisations by sharing knowledge and expertise to bring positive benefits to Winsford High Street Community Primary School including secure and happy transitions both into our school and to other schools or educational settings.
- c) Collaborate at both strategic and operational levels with parents, carers, and across multiple agencies to ensure the safety and wellbeing of all children.
- d) Work closely with local groups and stakeholders to maximise the contribution made by the school within the community.

The post is exempt from Rehabilitation of Offenders Act 1974. The successful applicant will require an enhanced DBS check. As the post will involve regulated activity with children, it is a criminal offence to apply for this post if you are included on the children's barred list held by the DBS. Other safer recruitment checks including references and online check for shortlisted candidates will be undertaken.

Leaders and staff provide a wide variety of opportunities for pupils to develop their talents and interests beyond the academic curriculum.

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Person Specification

Qualifications

- | | |
|---|-----------|
| • Qualified Teacher Status. | Essential |
| • Honours Degree or equivalent. | Essential |
| • Meets the requirements or is willing to work towards the National Professional Qualification for Headship or an equivalent. | Desirable |

Training

- | | |
|--|-----------|
| • Evidence of recent safeguarding training or qualifications. | Essential |
| • Evidence of regular & appropriate professional development in school leadership and management at senior leadership level. | Essential |

Experience

- | | |
|---|-----------|
| • Excellent classroom practitioner with relevant experience across the whole primary age range. | Desirable |
| • Successful strategic leadership and management experience in schools for primary age children at a Headteacher level (minimum of 2/3 years). | Desirable |
| • Evidence of reviewing staff performance both supporting and challenging where appropriate and showing commitment to continued professional development. | Essential |
| • Successful leadership through change, with proven ability to inspire children, staff and wider community. | Essential |
| • Effective strategic planning, including financial forecasting, operational budget management and an understanding of the principles of best value. | Essential |
| • Experience of Inclusion, SEN provision and Safeguarding processes in a primary school setting. | Essential |
| • Evidence of active involvement in systematic and rigorous school self-evaluation. | Essential |
| • Collaborate and network with others within and beyond the school, including other schools and Headteachers. | Desirable |

Knowledge and Skills

- Analyse and interpret appropriate data to monitor pupils' progress; set and achieve ambitious, challenging targets, identifying areas for improvement and implementing strategies to ensure that every pupil achieves their potential. Essential
- Able to work collaboratively with others beyond the school by further building on the strong links between the school and the local community and promoting the successful profile of the school to a wider audience. Desirable
- Provide a clear understanding of the current educational issues and the ability to focus and deliver the core requirements. Desirable
- A sound knowledge of the role of ICT in teaching and learning across the curriculum. Desirable
- Ensure effective communication mechanisms with the Governing Board to ensure Governors are provided with the information they need to meet their responsibilities. Desirable

Personal Qualities

- Ambitious, forward thinking with high energy and leads with integrity. Clear values and works with a strong sense of moral purpose. Essential
- Creative, enthusiastic, and resilient, keen to embrace new ideas and demonstrate adaptability to changing circumstances and challenges. Essential
- Has the ability to lead collaboratively, which motivates and develops an effective school team. Essential
- Has a clear understanding that primary education needs to encompass security and emotional development for pupils as well as academic progress in order to be successful. Desirable
- Understanding of the need for a good work/life balance for everyone. Desirable
- Demonstrates professionalism, loyalty and leads with humour and humility. Essential
- A strong commitment to ensuring equality of opportunity, inclusion and celebrating diversity within a positive community ethos. Essential

Our Stakeholders

We asked some of our stakeholders what qualities they would like to see in in our new Headteacher:

Children

- Be kind
- Happy
- Do activities with us
- Kind and respectful
- A good listener
- Knows a lot about dinosaurs
- Lets everyone participate
- Accepting of everyone
- Supportive
- Someone musical
- Passion for sport

Staff

- Visionary
- Compassionate
- Understanding
- Good communicator
- Approachable
- Understands the local area
- Fair
- Leads by example

Governing Board

- Support and empower staff to achieve their best
- Foster a Culture of continuous improvement
- Celebrate success
- Be visible, approachable, and supportive within the school community
- Value partnerships, working with governors, parents, and local organisations and communities



Application Process

We hope that what you have read inspires you and that you would like to come and lead our team.

Visits to the school are warmly welcomed so that you too can 'feel' first hand the atmosphere that makes Winsford High Street the unique and special place that it is.

Visits to the school are available on

Tuesday 2 nd December 2025	10.30am
Monday 8 th December 2025	2pm
Tuesday 6 th January 2026	10am
Tuesday 6 th January 2026	1.30pm

To arrange a visit, please contact admin@highstreet.cheshire.sch.uk or call 01606 668066

To apply, please complete the online application form, with a personal statement in the form to not exceed 1200 words.

Key dates

Closing date and time	Monday 12 th January 2026 9am
Shortlisting	Monday 26 th January 2026
Interview/ activity dates:	Monday 9 th February 2026 Tuesday 10 th February 2026

You may provide a supporting letter with your application. This should not exceed two sides of A4 paper (font size 12). Please do not restate the factual details included elsewhere on the application form.

The successful applicant will be subject to the conditions of employment for Headteachers contained in the School Teachers Pay and Conditions document 2025 and other current education and employment legislation.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and external agencies to share this commitment.

The post is exempt from Rehabilitation of Offenders Act 1974 And the successful applicant will require an enhanced DBS check. As the post will involve regulated activity with children, it is a criminal offence to apply for this post if you are included on the children's barred list held by the DBS. Other safer recruitment checks including online check for shortlisted candidates will be undertaken.

Leaders and staff provide a wide variety of opportunities for pupils to develop their talents and interests beyond the academic curriculum.



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