



Higham Ferrers Junior School

Headteacher Candidate Pack



To apply: Applications must be made via the School's My New Term portal, available through our website www.learningforlifetrust.org.uk/working-for-us/vacancies. Please include a supporting statement outlining your strengths and suitability for the role.

The closing date for applications is midday 11th September 2026.

Interviews will be held on w/c 21st September 2026.



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Welcome letter from the CEO

Dear Applicant,

Thank you for your interest in the position of Headteacher at Higham Ferrers Junior School, part of The Learning for Life Education Trust.

I am delighted that you are considering joining our dedicated and hardworking team at such an important point in the school's development. Higham Ferrers Junior School is on a clear journey of improvement, and we are fully committed, as a Trust, to supporting leaders and staff in delivering rapid and sustained progress for every pupil.

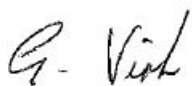
Following the school's last inspection, there has been a focus on strengthening teaching, raising standards, and ensuring that all pupils receive the high-quality education they deserve. While there is more to do, there is a shared sense of purpose across the school and the Trust, alongside a clear ambition to secure excellence.

Higham Ferrers Junior School is a welcoming and inclusive community where pupils are eager to learn and relationships are strong. The school places great importance on pastoral care, ensuring that children feel safe, valued and ready to succeed both academically and personally.

As part of The Learning for Life Education Trust, the school benefits from collaboration, professional support, and strong governance. We are working closely with school leaders to provide both challenge and support, ensuring that improvement is both strategic and sustainable. This is a significant opportunity for the right candidate to make a meaningful impact and help shape the next stage of the school's journey.

Visits to the school are warmly welcomed and strongly encouraged. To arrange a visit, please contact me, office@lflet.org.uk

Yours faithfully

A handwritten signature in black ink, appearing to read 'G. Virk'.

Gurjit Virk, CEO, Learning for Life Education Trust

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Higham Ferrers Junior School

We are a three-form entry Junior school who pride ourselves on our caring ethos, exemplary behaviour and positive learning environment, where each child is nurtured and valued as an individual, so that they can flourish.

Our school is a nurturing environment and a happy place because children, secure in and familiar with their surroundings, are more likely to learn and achieve success. Our learning environment provides opportunities to build confidence and resilience, creating independent thinkers.

We work openly with our community, actively engaging in local events and welcome parental support.

The children at Higham Ferrers Junior school are at the centre of all we do and we involve them as much as we can in making the school and their learning journey the best it can be.

Our staff and local governance committee work hard to ensure that all our children feel safe, love learning and work hard! We are very fortunate to benefit from a highly supportive and loyal parent community.

We are proud to be part of the [Learning for Life Education Trust](#).

View our latest OFSTED reports [here](#).



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School Vision, Values and Aims

Be curious - Be creative - Be confident

- We are curious by providing opportunities for children to encounter all areas of education experience: aesthetic and creative, ethical, linguistic, mathematical, physical, scientific, social and spiritual.
- We are creative by working in an atmosphere in which quality learning can be achieved through the provision of experiences which stimulate the imagination, develop creative awareness, a keenness for exploration and a quest for understanding.
- We are confident by fostering a sense of community, emphasising both the rights and responsibilities of all members and upholding those rules and values which are necessary to prepare children for life within the wider community. We aim to provide them with a positive awareness of what it means to be a good citizen.
- We strive to create a happy, safe and welcoming environment which promotes and stimulates children's learning, and which provides equal opportunity for all children to reach their potential. We acknowledge and foster each child's worth and individual talents, regardless of gender, race, creed or disability. We aim to provide each individual with a strong sense of wellbeing and belonging. We generate respect and caring for others through helping and sharing, encouraging respect for property and for the environment.

Job Advertisement: Headteacher, Higham Junior School

Are you an ambitious, values-driven leader ready to make a lasting difference?

We are seeking an exceptional Headteacher to lead our junior school at a pivotal moment in its improvement journey. This is an exciting opportunity for an inspirational leader who is passionate about securing the very best outcomes for every child and who has the vision, resilience and determination to drive sustained school improvement.

Working closely with colleagues across The Learning for Life Education Trust, you will lead a committed staff team, build on existing strengths and create a culture where high expectations, excellent teaching and learning, and strong relationships enable every pupil to thrive.

This is far more than a Headteacher post – it is an opportunity to transform a school, shape its future and make a lasting impact on the community it serves.

We are looking for a Headteacher who:

- Is an inspirational and values-led leader with high expectations for all.
- Has a proven track record of improving outcomes and raising standards.
- Is passionate about providing every child with an exceptional education and improving life chances.
- Can inspire, motivate and develop staff to deliver consistently high-quality teaching and learning.
- Builds positive relationships with pupils, families, governors and the wider community.
- Has the vision, resilience and determination to lead sustained school improvement.
- Is excited by the opportunity to contribute to, and grow within, an ambitious and supportive Trust

As part of The Learning for Life Education Trust, you will benefit from:

- A genuine commitment to your professional growth through coaching, mentoring and leadership development.
- A collaborative Trust where leaders work together, share expertise and support one another.
- A culture of ambition, innovation and continuous improvement.
- The opportunity to work alongside experienced school and Trust leaders who are committed to your success.
- The opportunity to lead a school at a defining point in its journey and make a genuine, lasting difference.
- Enthusiastic, friendly pupils who are eager to learn and succeed.
- A dedicated and committed staff team who embrace collaboration and continuous improvement.
- Strong support from experienced Trust leaders and a network of Headteachers.
- High-quality professional development and leadership coaching.
- A Trust that values integrity, collaboration, ambition and excellence, where leaders are empowered to flourish.



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If you are an ambitious leader with the vision, passion and determination to help shape the future of our school, we would be delighted to hear from you.

We are an inclusive and supportive community, working closely with our partner schools within The Learning for Life Education Trust, a locally based multi-academy trust committed to improving outcomes for all.

Visits to the school are warmly welcomed and strongly encouraged. We can facilitate visits throughout August. To arrange a visit and discuss the opportunities we can offer, please contact the trust office at office@lflet.org.uk

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Our Trust is committed to safeguarding and promoting the welfare of children. Successful applicants will be subject to an enhanced DBS disclosure and must have suitable references. This process assists us in maintaining a safe environment for pupils and staff.

We are committed to encouraging equality, diversity and inclusion among our workforce, and eliminating unlawful discrimination.



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Job Description: Headteacher

Reports to:	CEO
Salary:	Leadership Scale (L15 – 21)
Contract:	Full Time, Permanent

Core Purpose

The Headteacher will provide strategic, professional and values-led leadership to secure the highest standards of education, safeguarding and care for every pupil.

Working in partnership with the Chief Executive Officer, Trustees, Local Governing Body and colleagues across Learning for Life Education Trust, the Headteacher will create the conditions in which pupils thrive academically, socially and personally. The postholder will be accountable for the school's educational performance, financial sustainability, operational effectiveness and statutory compliance, while contributing positively to the wider development of the Trust.

Through inspirational leadership, sound professional judgement and an unwavering commitment to excellence, the Headteacher will secure sustained school improvement and improve the life chances of all pupils.

Section 1: Ethical Leadership and Professional Conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

The Headteacher will:

- Demonstrate integrity, honesty, resilience and professional courage in all aspects of leadership, acting consistently in the best interests of pupils.
- Model the highest standards of professional conduct, fostering a culture of trust, respect, openness and accountability across the school community.
- Uphold the vision, values and strategic priorities of Learning for Life Education Trust through visible and values-led leadership.
- Lead with moral purpose, ensuring that equality, diversity, inclusion and social justice underpin decision-making and school improvement.
- Champion safeguarding as the school's foremost responsibility, ensuring that effective safeguarding culture, systems and practice protect every child.
- Fulfil all statutory responsibilities relating to education, safeguarding, health and safety, employment, equality, data protection and public accountability.
- Promote a culture where ethical decision-making, transparency and professional integrity are expected of all staff.
- Demonstrate a commitment to evidence-informed leadership through engagement with educational research, professional dialogue and continuous professional learning.
- Act as an ambassador for Higham Ferrers Junior School and Learning for Life Education Trust, developing positive relationships across the wider educational community.



Section 2: Headteacher Standards

School Culture

The Headteacher will:

- a) Articulate and sustain the ethos and a compelling vision for Higham Ferrers Junior School that reflects the Trust's values and inspires pupils, staff, families and the wider community to achieve excellence.
- b) Build an inclusive, ambitious and nurturing school culture where every child is known, valued and supported to flourish academically, socially, emotionally and personally.
- c) Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- d) Create an environment where pupils feel safe, respected and confident to learn, recognising that excellent pastoral care and high-quality education are mutually reinforcing.
- e) Champion equality, diversity and inclusion, ensuring that every pupil experiences a genuine sense of belonging and that individual differences are recognised, celebrated and valued.
- f) Promote consistently high expectations for attendance, punctuality, conduct and engagement so that pupils develop the habits and attitudes required for lifelong success.
- g) Build a culture in which staff wellbeing, professional trust and collaborative working are prioritised, enabling colleagues to thrive, innovate and contribute fully to the life of the school.
- h) Ensure that the physical learning environment reflects the school's ambition by providing a safe, stimulating, inclusive and well-maintained setting that promotes learning, independence and pride in the school community.
- i) Promote a culture of continuous reflection and improvement in which innovation is welcomed, success is shared and everyone is committed to achieving better outcomes for pupils.

Teaching

The Headteacher will:

- a) Establish and sustain high-quality, expert teaching across all subjects, built on an evidence-informed understanding of effective teaching and how pupils learn
- b) Lead the development of a culture in which consistently high-quality teaching is recognised as the most significant factor in improving pupils' achievement, wellbeing and future life chances.
- c) Establish and communicate clear expectations for excellent teaching and professional practice, ensuring that these are understood and consistently implemented across the school.
- d) Secure consistently high standards of teaching through rigorous quality assurance, professional dialogue, instructional coaching and evidence-informed professional development.
- e) Promote an ambitious culture of continuous improvement in which all staff are encouraged to reflect upon, develop and refine their practice through collaboration, coaching and engagement with educational research.
- f) Maintain an accurate and current understanding of the quality of teaching across the school through a range of monitoring activities, using evidence intelligently to identify strengths, address underperformance and celebrate excellent practice.

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- g) Ensure that timely, proportionate and effective support is provided where improvements in teaching are required, balancing high expectations with appropriate professional challenge and support.
- h) Develop the expertise and confidence of leaders at all levels to monitor, evaluate and improve teaching, creating a sustainable culture of professional accountability and collective responsibility.
- i) Ensure that assessment information is used effectively by staff to inform teaching, provide meaningful feedback, identify gaps in learning and accelerate pupils' progress.

Curriculum and Assessment

The Headteacher will:

- a) Provide strategic leadership for the design, implementation and evaluation of an ambitious, broad and balanced curriculum that enables every pupil to acquire the knowledge, skills and character needed to flourish in the next stage of their education and beyond.
- b) Champion a curriculum that is inclusive, aspirational and coherently sequenced, ensuring that all pupils, regardless of background, need or starting point, can access, participate in and succeed within the full evidence informed curriculum.
- c) Promote high expectations and evidence informed approaches for reading, oracy and numeracy across all areas of learning, recognising these as essential foundations for future success.
- d) Use assessment information intelligently to identify trends, evaluate the effectiveness of curriculum provision, close gaps in attainment and secure sustained improvements in outcomes for all groups of pupils.
- e) Promote opportunities that broaden pupils' experiences and aspirations through enrichment, educational visits, the arts, sport, outdoor learning, leadership opportunities and engagement with employers, higher education and the wider community.
- f) Work collaboratively with Trust colleagues to contribute to curriculum development, share effective practice and secure consistently high standards across Learning for Life Education Trust.

Behaviour

The Headteacher will:

- a) Establish and sustain a whole-school culture in which positive behaviour, mutual respect and high expectations are understood, modelled and consistently upheld by all members of the school community.
- b) Lead the development and implementation of effective behaviour systems that promote self-discipline, responsibility and positive relationships while enabling pupils to develop confidence, resilience and independence.
- c) Maintain consistently high expectations for attendance and punctuality, ensuring robust systems are in place to identify barriers to attendance, promote regular school attendance and work proactively with families and external agencies where additional support is required.
- d) Ensure that behaviour policies are implemented consistently, fairly and proportionately, reflecting the school's values, current statutory guidance and the principles of restorative and relational practice where appropriate.



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- e) Ensure that every pupil feels physically and emotionally safe within school through highly effective pastoral systems, early identification of emerging needs and timely intervention.
- f) Monitor behaviour, attendance, exclusions and pastoral outcomes through rigorous analysis of data and stakeholder feedback, using this evidence to inform strategic decision-making and continuous improvement.
- g) Work collaboratively with families, Trust colleagues and external agencies to secure positive outcomes for pupils whose needs require coordinated support.
- h) Regularly evaluate the effectiveness of behaviour and attendance strategies, ensuring they contribute to a calm, orderly and inclusive learning environment in which every pupil can succeed.

Additional and Special Educational Needs and Disabilities (SEND)

The Headteacher will:

- a) Champion an inclusive culture in which every pupil is valued, respected and empowered to participate fully in the life of the school, regardless of need, disability, background or circumstance.
- b) Ensure that pupils with SEND, disadvantaged pupils and other vulnerable learners receive a high-quality education that enables them to achieve ambitious academic, personal and social outcomes.
- c) Ensure that high-quality adaptive teaching remains the foundation of inclusive practice, enabling all pupils to access a broad, ambitious and well-sequenced curriculum.
- d) Ensure that statutory duties relating to SEND, the Equality Act 2010, the SEND Code of Practice and other relevant legislation are fully implemented and consistently applied.
- e) Work in close partnership with parents, carers and families, recognising them as valued partners in planning, reviewing and supporting their child's education.
- f) Develop the confidence, knowledge and expertise of all staff to meet the diverse needs of learners through high-quality professional development, coaching and collaborative practice.
- g) Work collaboratively across Learning for Life Education Trust to share expertise, develop inclusive practice and contribute to Trust-wide improvements in provision for pupils with SEND and other vulnerable learners.

Professional Development

The Headteacher will:

- a) Develop and sustain a professional culture in which all staff are valued, respected and empowered to contribute fully to the school's vision, strategic priorities and continuous improvement.
- b) Recruit, appoint and retain high-quality staff whose values, skills and professional behaviours align with the ethos and ambitions of Higham Ferrers Junior School and Learning for Life Education Trust.
- c) Ensure that staffing structures, roles and responsibilities are planned strategically to meet the current and future needs of the school while securing the best possible outcomes for pupils.



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- d) Foster a culture of continuous professional learning in which all colleagues engage with high-quality professional development, educational research and reflective practice to improve outcomes for pupils.
- e) Promote instructional coaching, mentoring and collaborative professional learning as the principal approaches to developing teaching, leadership and organisational effectiveness.
- f) Establish robust systems for performance management and appraisal that promote professional growth, recognise excellence, identify development needs and secure accountability for high standards of performance.
- g) Address underperformance promptly, fairly and professionally through supportive intervention, coaching and, where necessary, formal capability procedures, ensuring that pupils' education remains the central consideration.
- h) Develop leadership capacity at every level of the organisation, enabling current and future leaders to take increasing responsibility for school improvement, innovation and organisational effectiveness.
- i) Identify, nurture and support future leaders through effective succession planning, talent management and opportunities for professional growth within both the school and the wider Trust.
- j) Regularly evaluate the impact of professional development, leadership development and workforce planning, using evidence to inform future priorities and secure sustained organisational improvement.

Organisational Management

The Headteacher will:

- a) Provide effective strategic leadership of the school's day-to-day operations, ensuring that organisational systems support the delivery of high-quality education and contribute to the school's long-term sustainability.
- b) Lead the strategic planning and management of the school's financial resources, ensuring that delegated budgets are managed in accordance with Trust financial regulations, statutory requirements and the principles of value for money.
- c) Ensure robust arrangements are in place to safeguard the health, safety and wellbeing of pupils, staff and visitors, promoting a culture in which everyone understands and fulfils their responsibilities.
- d) Ensure compliance with all statutory, regulatory and Trust requirements relating to education, safeguarding, finance, employment, procurement, estates management, information governance and data protection.
- e) Ensure that communication systems are accurate, timely and accessible, including oversight of statutory information published through the school's website and other communication channels.
- f) Work collaboratively with Trust leaders and central services to ensure consistency of operational practice, maximise efficiency and contribute to Trust-wide organisational improvement.
- g) Regularly evaluate the effectiveness of organisational systems, operational performance and resource management, using evidence to drive continuous improvement and strengthen the school's capacity to deliver its strategic objectives.



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Continuous School Improvement

The Headteacher will:

- a) Lead a robust and honest process of school self-evaluation, ensuring that the school's strengths, priorities and areas for development are identified through accurate evidence, professional reflection and stakeholder engagement which are in line with the trust priorities
- b) Develop, implement and regularly review an ambitious School Improvement Plan that is clearly aligned with the Trust's strategic priorities, informed by self-evaluation and focused on securing sustainable improvements in pupils' outcomes.
- c) Ensure that improvement planning is underpinned by high-quality analysis of performance information, financial planning, educational research and an understanding of local and national priorities.
- d) Challenge underperformance at every level of the organisation with professionalism, integrity and urgency, providing appropriate support, coaching and accountability to secure rapid and sustained improvement.
- e) Ensure that leaders at all levels contribute effectively to self-evaluation, strategic planning and school improvement, building collective ownership and leadership capacity throughout the organisation.
- f) Ensure that the school is well prepared for external review, inspection and accountability by maintaining high standards of educational provision, accurate self-evaluation and robust evidence of impact.
- g) Provide regular, accurate and transparent reports on the school's performance to the Chief Executive Officer, Trustees and Local Governing Body, ensuring that governance is informed by clear evidence and strategic analysis.
- h) Work collaboratively with colleagues across Learning for Life Education Trust to contribute to Trust-wide improvement, share effective practice and support the development of consistently high standards across all schools.

Working in Partnership

The Headteacher will:

- a) Foster a culture of openness, trust and collaboration in which relationships with pupils, families, governors, staff and external partners are characterised by mutual respect, transparency and shared ambition.
- b) Build strong partnerships with parents and carers, recognising them as children's first educators and ensuring they are actively engaged in supporting learning, attendance, wellbeing and personal development.
- c) Ensure that opportunities for consultation and stakeholder feedback are embedded within the school's decision-making processes, using the views of pupils, families, staff and governors to inform continuous improvement.
- d) Maintain a visible and approachable presence within the school community, building confidence through positive relationships and regular engagement with pupils, families, staff and visitors.
- e) Promote the school as a welcoming, inclusive and outward-facing organisation that actively contributes to the life of the local community while celebrating its own unique identity and values.



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- f) Support and strengthen the work of the Local Governance Committee by providing accurate information, professional advice and opportunities for governors to develop a deep understanding of the school's work and strategic priorities.
- g) Work collaboratively with the Chief Executive Officer, Trust Executive Team and fellow Headteachers to contribute to the strategic development of Learning for Life Education Trust, sharing expertise, supporting colleagues and promoting consistency, innovation and excellence across the Trust.

Governance and Accountability

The Headteacher will:

- a) Be accountable for the educational performance, strategic leadership, financial stewardship, safeguarding, operational effectiveness and statutory compliance of Higham Ferrers Junior School.
- b) Exercise delegated authority in accordance with the Trust's Scheme of Delegation, ensuring that decisions are lawful, transparent, evidence-informed and consistently aligned with the vision, values and strategic priorities of Learning for Life Education Trust.
- c) Provide accurate, timely and objective reports to the Chief Executive Officer, Trustees and Local Governing Body, enabling effective governance, informed decision-making and robust strategic oversight.
- d) Build highly effective professional relationships with local governance committees, supporting them to fulfil their responsibilities through high-quality information, professional advice and honest evaluation of the school's performance.
- e) Promote a culture of accountability in which responsibilities, expectations and decision-making are clearly defined, understood and consistently implemented across the organisation.
- f) Contribute actively to the executive leadership of Learning for Life Education Trust by sharing expertise, supporting strategic initiatives and promoting collaboration across Trust schools.
- g) Lead or contribute to a Trust-wide area of strategic responsibility, using specialist expertise to strengthen professional practice and improve outcomes across the Trust.
- h) Support Trust-wide school improvement activity through mentoring, collaboration, peer review and school-to-school support, contributing to the collective success of Learning for Life Education Trust.

Accountability

The Headteacher is accountable to the Chief Executive Officer for the leadership and performance of the school and is responsible for delivering the strategic priorities of Learning for Life Education Trust.

The postholder will provide regular reports to the Chief Executive Officer, Trustees and the Local Governing Body and will participate fully in the Trust's performance management and appraisal arrangements.

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Line Management Responsibilities

The Headteacher will:

- a) Directly line manage senior leaders within the school, ensuring effective appraisal, professional development and accountability.
- b) Delegate leadership responsibilities appropriately while maintaining oversight of organisational performance.
- c) Contribute to the development of leaders across Learning for Life Education Trust through collaboration, mentoring and professional support.

Statutory Responsibilities

The Headteacher will:

- a) Ensure that the school operates in full compliance with all relevant legislation, statutory guidance and Trust policies.
- b) Fulfil responsibilities relating to safeguarding, safer recruitment, equality, SEND, health and safety, finance, employment, information governance and data protection.
- c) Promote the welfare, safety and wellbeing of all pupils, staff and visitors.
- d) Ensure that all staff understand and fulfil their statutory and professional responsibilities.

This job description reflects the current responsibilities of the post. It is not intended to be an exhaustive list of duties and may be reviewed and amended, following consultation, to reflect the evolving needs of the school and Learning for Life Education Trust.



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Person Specification

Post: Headteacher

Reporting to: CEO

1. Qualifications and Professional Development

Criteria	Essential	Desirable
Qualified Teacher Status (QTS)	✓	
Good honours degree	✓	
Evidence of sustained leadership development and CPD	✓	
Safeguarding & safer recruitment training	✓	
NPQH or equivalent leadership qualification		✓
Master's degree or higher qualification		✓
National Leader of Education (or equivalent designation)		✓

2. Leadership Experience and Knowledge

Criteria	Essential	Desirable
Successful senior leadership experience in a primary school	✓	
Proven track record of raising standards and improving pupil outcomes	✓	
Experience leading whole-school improvement planning and self-evaluation	✓	
Experience of safeguarding leadership and managing complex safeguarding cases	✓	
Successful primary Headship		✓
Experience within a Multi-Academy Trust		✓
Positive Ofsted experience including improvement or sustained strong outcomes	✓	
An understanding of national policy, curriculum and assessment developments and the statutory and legal framework within which each school operates, including the Ofsted Inspection Framework	✓	

3. Safeguarding, Inclusion and SEND

Criteria	Essential	Desirable
Commitment to safeguarding and child welfare	✓	
Knowledge of KCSIE and safeguarding legislation	✓	
Experience as DSL, DDSL or senior safeguarding leader	✓	
Knowledge of best practice and procedures in school for safeguarding children and young people.	✓	
Multi-agency working with vulnerable pupils and families	✓	



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Strong understanding of SEND and inclusive practice	✓	
Leadership of specialist SEND provision		✓

4. School Improvement, Ofsted and Accountability

Criteria	Essential	Desirable
Understanding of Ofsted Education Inspection Framework	✓	
Use of self-evaluation to identify priorities	✓	
Ability to implement school improvement strategies	✓	
Ability to analyse and interpret data	✓	
Experience preparing for inspection and review	✓	
Successful leadership through Ofsted inspection	✓	

5. Leadership Skills

Criteria	Essential	Desirable
Strategic planning, prioritisation and delegation	✓	
Clear educational vision	✓	
Strong pedagogical expertise	✓	
Building collaborative teams	✓	
Inspiring and influencing stakeholders	✓	
Effective use of technology	✓	

6. Professional and Personal Attributes

Criteria	Essential	Desirable
Inspirational, values-led leadership	✓	
Commitment to continuous improvement	✓	
Child-centred and ambitious for every pupil	✓	
Integrity, resilience and determination	✓	
Excellent communication and interpersonal skills	✓	
Commitment to staff wellbeing	✓	

Safeguarding Statement

The successful candidate must demonstrate a commitment to safeguarding and promoting the welfare of children and young people. The post is subject to enhanced DBS clearance and satisfactory references.

