



CALDERSHAW PRIMARY SCHOOL

APPLICATION PACK

HEADTEACHER



EDUCATION PARTNERSHIP
BRINGING EDUCATION TOGETHER

Dear Colleague,

Thank you for your interest in the post of Headteacher at Caldershaw Primary School.

The Trust and Local Governing Body are seeking an exceptional individual with the vision, character, and strategic understanding to lead one of the most highly regarded primary schools in Greater Manchester.

Caldershaw Primary School is an Ofsted Outstanding school with a long-established reputation for excellence, high academic standards and deep roots within its community. The school is heavily over-subscribed, and is rightly recognised for the quality of education, care, and wider opportunities it provides for children.

The school combines high expectations with warmth, ambition with inclusivity, and strong outcomes with a genuine commitment to the development of the whole child. Staff, governors, families, and the Trust are proud of what the school has achieved over many years.

The successful candidate will therefore need to understand both the privilege and responsibility of leading a school with such a strong reputation. This is not simply a role about maintaining standards. It is about understanding what makes an exceptional school exceptional and having the professional judgement and moral purpose to help Caldershaw continue to evolve and flourish.

Caldershaw joined Altus Education Partnership on 1 July 2025. The Trust was formed in 2017 through Rochdale Sixth Form College, an Ofsted Outstanding provider, out of a clear moral purpose: to improve educational standards and widen opportunity for young people across Rochdale and its surrounding communities.

The Trust currently comprises five academies:

- **Rochdale Sixth Form College (RSFC)**, established in 2010 and now recognised nationally as a centre of excellence. The college is Ofsted Outstanding, Sixth Form College of the Year 2021, and consistently one of the highest performing colleges in the country.
- **Edgar Wood Academy**, a secondary school opened in 2021 under the government's free school programme and now establishing a strong reputation locally.
- **Kingsway Park High School**, an Ofsted Good secondary school with improving outcomes and a strong commitment to inclusion and aspiration.
- **Bamford Academy**, an Ofsted Good primary school with a reputation for high expectations and strong community engagement.
- **Caldershaw Primary School**, an Ofsted Outstanding primary school and one of the highest performing and most oversubscribed schools in Greater Manchester.

Three further primary schools are also due to join the Trust in the coming months: Hamer, Marland Hill and Whitaker Moss.

This next phase of growth creates an exciting opportunity for collaboration across the primary phase of the Trust. The successful candidate will have the opportunity not only to lead Caldershaw Primary School, but also to help shape the future direction of primary education within Altus Education Partnership.

If you feel inspired by what Caldershaw Primary School and Altus Education Partnership are seeking to achieve, we would be delighted to receive your application. Full details and supporting documentation are contained within this pack. Should you wish to arrange a visit or discuss the post further, please do not hesitate to contact us.

We very much look forward to hearing from you.

Yours faithfully,

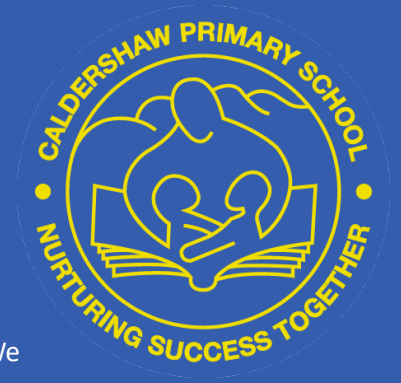


Richard Ronksley
CEO Altus Education Partnership



Katherine Maley
Chair, Caldershaw Primary School Local Governing Body





About our school

Caldershaw Primary School caters for children aged 3 to 11 years old. In 2025 our OFSTED report confirmed that Caldershaw is an 'Outstanding' school, highly valued by pupils and parent/carers for the extent to which children make excellent progress and adopt healthy lifestyles and make a positive contribution. We have been judged to be an 'Outstanding' school since 2011.

We are part of Altus Education Partnership, a Multi-Academy Trust established in April 2017 by the governing body of Rochdale Sixth Form College, an 'Outstanding' A level provider.

All our staff at Caldershaw Primary School are dedicated to our children and work incredibly hard to enable them to discover their true potential.

Our CARE values are at the heart of our ethos and embedded in our children's exemplary behaviour and attitudes to their learning. We embody our CARE values in all that we do:

- Care for each other
- Achieve our potential
- Respect everyone
- Everyone is included

Our Values

- Our children are entitled to the very best education we can offer.
- We promote an atmosphere which encourages the confidence to learn and promotes high standards through commitment.
- We provide a wide range of social, emotional and educational experiences to nurture well-adjusted, self-disciplined and well-rounded children.
- We seek to develop independence, confidence and high esteem in and amongst the whole school community.
- We encourage an enthusiasm and passion for lifelong learning by including everyone in every aspect of school life.
- We are committed to promoting a healthy lifestyle and caring for the environment.
- We foster a stable, secure climate of genuine care, happiness and safety.
- We expect openness, honesty, trust and integrity.
- We take pride in what we do by celebrating and communicating our successes in and out of school.
- All members of the school community work together effectively and take responsibility for their actions.
- We create a stimulating environment in which there are high moral and ethical expectations and mutual respect for all.
- We work in partnership with families and the community in mutual support of children's learning.

The Mission and Values of Altus Education Partnership

Our Mission

- To advance education in the borough of Rochdale and its surrounds so that young people lead happy and fulfilling lives and make positive differences to their communities and society.

Our Values

At every level of the Trust, we fully subscribe to the Seven Principles of Public Life. Regardless of legal status, we expect a similar commitment from those with whom we work.

In addition, we are:

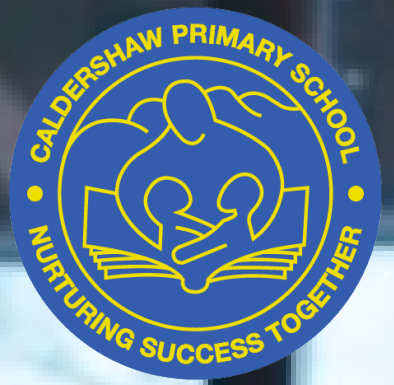
- Committed to improving the lives of our students
- Clear on our approach to inclusivity and excellence
- Dedicated to the borough of Rochdale, its communities, and its surrounds
- Accountable for our actions. We will always seek solutions, not blame
- Responsible for one another. If one fails; we pull together. If one succeeds; we celebrate. Success or failure; we all learn
- We do what we say we'll do, and we do it well

The ambition is that by the time students leave they will:

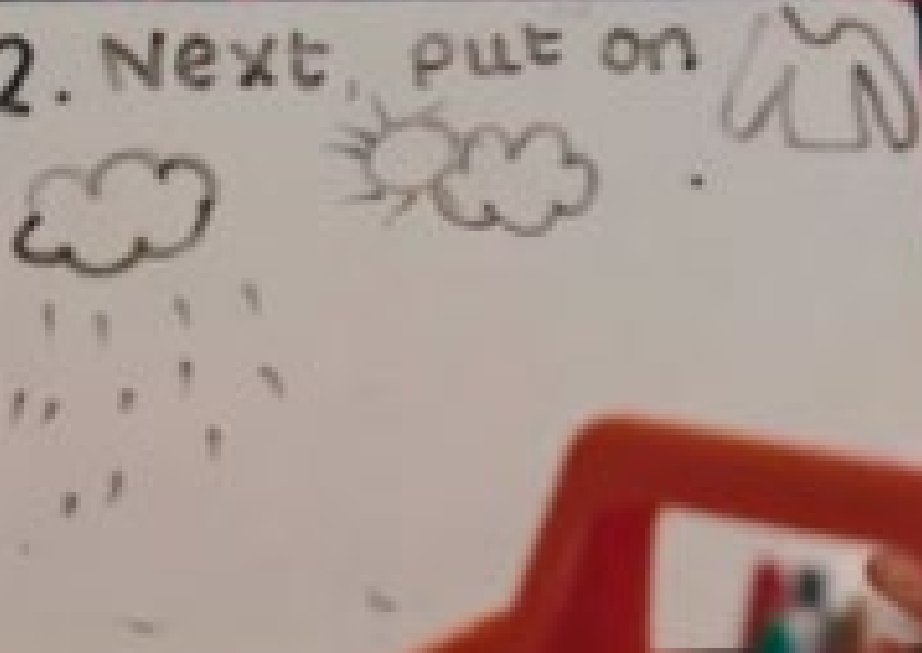
- Have achieved their personal academic potential giving them a greater choice in life
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential
- Be contributing members of the community and have compassion for others
- Be able to celebrate their success and that of others
- Have developed the confidence to overcome barriers to success
- Be articulate, creative, and prepared for future growth and learning
- Be happy!

A shared objective for all staff: Enabling students to achieve their very best

- Everything we do at Altus Education Partnership is directed towards helping our students achieve their very best.
- We do this by engaging students in their learning, maintaining high expectations of what they can achieve, and creating an environment where effort, curiosity and ambition are encouraged.
- Above all, we value our students and show this in the way we work with them every day.



2. Next, put on



The image shows a whiteboard with three hand-drawn sketches. The first sketch on the left is a cloud with several short vertical lines underneath it, representing rain. The second sketch in the middle shows a sun with rays partially obscured by a cloud. The third sketch on the right is a simple line drawing of a pair of wings or a bird's wings.

MAKING YOUR APPLICATION

I hope that when you read this pack you are inspired to apply for the post. If you are, then this is what you need to do:

Application

1. Click the APPLY NOW button on the job advert page on our website
2. Complete the application online through My New Term.

Deadline

The deadline for the post is **Monday 15th June 2026** to arrive no later than 12:00 midday. Interviews are expected to take place on **25th and 26th June 2026**.

Shortlisting

Regrettably, we are unable to inform candidates who have not been shortlisted. If you do not hear from us, please consider your application unsuccessful at this time.

Salary

Teacher Leadership Pay Scale LS15 – LS21, currently £73,105 - £84,699 per annum.

Start Date

January 2027

For further information or to arrange a visit:

1. Visit www.altusep.com
2. Contact Amanda Thomson at 01706 769999

Reward Package & Additional Benefits

We offer Teachers Terms and Conditions, including membership of the excellent Greater Manchester Teachers' Pension Scheme. In addition, our Employee Benefits Programme provides a range of additional benefits, including:

- Our Cycle to Work Salary Sacrifice Scheme
- Free access to an Employee Assistance Programme (EAP), offering guidance, support and counselling on a range of subjects

Altus Education Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all its staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974.

In accordance with the recommendations set out in KCSiE, the Trust carries out online searches on shortlisted candidates. It is also Trust policy to contact at least one reference prior to interview.

Job Description

Job Title:	Headteacher
Reports To:	Chief Education Officer (Primary and Early Years)
Contract:	Permanent – Full time
Salary:	Teacher Leadership Pay Scale LS15 – LS21, currently £73,105 - £84,699 per annum.
Start Date:	January 2027

Purpose of the post

The Headteacher will:

- Embody the values and ethos of Caldershaw Primary School and the Trust and work tirelessly for the benefit of students in the school's care
- Be a visible and active Altus Head – being part of the Trust Heads' Forum and contributing to the overall strategic vision of the Trust. Proactively embody the values of the Trust.
- Be a visible and compassionate leader for staff, students, parents/carers and the local community
- Embed exemplary behaviour and attitudes so that pupils are keen and ready to learn
- Maintain a safe and welcoming environment in classrooms and public areas of the school
- Demonstrate and articulate high expectations and set challenging targets for staff and students
- Secure excellent outcomes for all students, regardless of ability, gender, social background or ethnic origin
- Plan and effectively implement strategies to continue to improve the quality of teaching and learning at the school
- Empower students to be active participants in their learning and to take personal responsibility for improving their life chances through their educational experience
- Work with educational colleagues in the borough and the Trust to support the intelligent sequencing of education from early years to 18
- Be outward facing, and work effectively with educational and non-educational partners outside the Trust
- Ensure all parents/carers are supported and encouraged to be fully engaged in their children's learning
- Manage the school Senior Leadership Team and ensure the effective operation of performance management systems and that all staff receive effective professional development
- With the CEO and the Trust ensure that all statutory requirements are met in relation to the operation of the school
- Liaise with all relevant external agencies at both national and local levels as may be required from time to time

Teaching and Learning

- Create and maintain a climate for learning and code of conduct in keeping with the values, aims and ethos of the school which promote and secure successful learning through effective teaching.
- Sustain high standards of achievement and promote positive behaviour through an effective whole school behaviour management policy and associated procedures
- Determine, organise and implement an appropriate curriculum to meet the needs of all students in the context of the character of the school
- Operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement
- Promote positive practices that promote and celebrate British values in the school and community
- Oversee a culture of equality ensuring this permeates through all areas of the school.
- Ensure that students develop study skills and achieve personal development outcomes in order to learn more effectively and with increasing independence

Assessment and Evaluation

- Monitor, evaluate and review the effects of policies, priorities and targets and take action as necessary to achieve and sustain outstanding performance levels
- Ensure the effective use of comparative data, including at whole-school, Key Stage, subject, sub-group and student levels, in order to establish appropriate benchmarks and agree challenging targets for improvement (working with Trustees)

Student achievement

- Make explicit to students, parents, teachers and the wider community, the school's high expectations for all children
- Ensure that resourcing and staffing are dedicated to achieving the maximum progress and highest standards for all students
- Ensure that effective mentoring and tutorial systems are in place to support student achievement, personal development and well-being

Relations with parents/carers and the wider community

- Develop positive relationships with the community, including voluntary groups, school neighbours, business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain a successful partnership with parents and the wider community to support and improve students' achievement and personal development and to foster the good name of the school
- Maintain liaison with other primary schools, secondary schools, FE, HE and relevant agencies
- Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including Trustees, the DfE, the local community and Ofsted
- Ensure that parents and students are well-informed about the curriculum, progress and attainment and about their shared responsibilities as members of the school's learning community

Managing own performance and development

- Participate in arrangements for performance management and take responsibility for own

- professional development
- Prioritise and manage own time effectively

Managing and developing staff and other adults

- Line manage the SLT and other senior staff as required from time to time
- Implement and sustain effective performance management systems, delegating performance reviews where appropriate
- Support and co-ordinate high quality professional development to enable staff to fulfil their roles to the best of their abilities
- Lead professional development of staff through example

Managing Resources

- Work to recruit staff of the highest quality to all posts within the school
- Work with senior colleagues to deploy all staff effectively in order to improve and sustain the high quality of education provided
- Manage and organise accommodation efficiently and appropriately to ensure that the needs of the curriculum and health and safety regulations are met
- Manage, monitor and review the range, quality, quantity and use of all resources in order to improve students' achievements and secure value for money in how the school's funding from all sources is used
- Lead and manage probity and ethics in school operations

Strategic Leadership

- Provide direction to secure the highest level of achievement for each student; sustain the growth of their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including higher education and employment
- Present a coherent and accurate account of capacity to improve the school's performance in a form appropriate to a range of audiences, including Trustees, governors, the DfE, , the local community and Ofsted
- Lead by example, provide inspiration and motivation, and embody for the students, staff, Trustees and parents the reality of the school's vision and aims
- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement
- Ensure that the management, organisation and administration of the school support its vision and aims

Safeguarding

- Take responsibility for Safeguarding through appropriate structures of responsibility
- Possess the skills and ability to identify abuse
- Know how to refer concerns to the appropriate investigating agencies
- Maintain detailed and accurate written records of child protection concerns
- Support, advise and share expertise with all members of the school staff
- Ensure staff members have access to and understand the school's safeguarding policies and

procedures, and any local procedure

- Ensure child protection training is part of the induction for all new staff and that relevant training is provided where necessary
- Annually review and update the school's safeguarding policies and procedures in light of any new guidance, and present them to the Local Governing Body for approval
- Provide a copy of the child protection policies and procedures to parents who request to see them
- Contribute towards local child protection policy and groups by actively attending and contributing to meetings
- Provide written reports to the Local Governing Body in a timely manner
- Ensure that the Local Governing Body is updated on a regular basis regarding all child protection issues and investigations
- Ensure that relevant safeguarding files are copied and forwarded, in line with data protection law, when a pupil transfers to another school
- Lead a team reviewing and monitoring any causes of concern relating to Students.

Other

- The Trust is committed to equal opportunities for all
- The successful candidate will be required to complete a satisfactory medical screening assessment and provide two satisfactory references, identity check, and right to work
- The terms and conditions are specified within the contract of employment

This job description is a representative document. Other reasonably similar duties may be allocated from time-to-time commensurate with the general character of the post and its grading. The person appointed will be expected to work flexibly and the exact nature of the duties described above is subject to periodic review and is liable to change.

Person specification

No.	CATEGORIES	Essential/ Desirable	App Form	Interview
QUALIFICATIONS				
1.	A degree qualification from a recognised university.	E	✓	
2.	Qualified Teacher Status.	E	✓	
3.	Evidence of regular, recent, and appropriate professional development for the role of Head teacher.	E	✓	✓
4.	NPQH	E	✓	
EXPERIENCE				
3.	Successful leadership as a head teacher	D	✓	✓
4.	Recent successful leadership at senior leadership level.	E	✓	✓
5.	Experience of teaching in more than one school.	D	✓	
6.	Significant, successful teaching experience within the primary phase.	E	✓	✓
7.	To have had responsibility for policy development and implementation.	E	✓	✓
8.	To have taken an active role in school self-evaluation and development planning	E	✓	✓
9.	Experience in planning, setting objectives, prioritising, and monitoring progress at a strategic and operational level.	E	✓	✓
10.	Implementation of successful whole school initiatives and strategies to improve outcomes for children.	E	✓	✓
11.	Experience of enabling improvements to the quality of teaching, learning and assessment.	E	✓	✓
12.	Implementation of evidenced based approaches to improve outcomes for children.	E	✓	
13.	Leadership of successful curriculum design and implementation resulting in improved outcomes for children.	E	✓	✓
14.	Experience in delivering effective strategies to develop pupils' personal development and wellbeing.	E	✓	✓
15.	Experience of effective strategies to ensure good attendance, behaviour, and attitudes to learning.	E	✓	✓
16.	Experience of and commitment to being proactive in creating effective partnerships with families,	E	✓	✓

	other schools, community groups and agencies to improve opportunities for children.			
17.	Experience in implementing legislative requirements relating to education.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
18.	Knowledge and understanding of the curriculum and teaching pedagogy for the Early Years Foundation Stage and Key stages 1 and 2.	E	✓	✓
19.	To be able to use data, assessment and target setting to improve outcomes.	E	✓	✓
20.	To be an outstanding practitioner in the classroom and to be able to model and coach quality first teaching	E	✓	✓
21.	Able to build and maintain effective relationships through strong interpersonal skills.	E	✓	✓
22.	To inspire and lead a team effectively, delegate appropriately and manage the performance of individual staff members.	E	✓	✓
23.	Ability to inspire, motivate and support all staff and develop future leaders.	E	✓	✓
24.	Ability to enable and empower governors to fulfil their roles and responsibilities.	E	✓	✓
25.	Ability to communicate verbally with, and write reports for, a range of stakeholders, including the Altus Education Partnership, the local governing board, and external agencies.	E	✓	✓
26.	Ability to work autonomously, prioritise conflicting demands and thrive under pressure.	E	✓	✓
27.	ICT skills to manage and report on performance data to a range of audiences (Ofsted, Governors, parents, staff, and students).	E	✓	✓
28.	Knowledge and experience of statutory guidance relating to education.	E	✓	✓
29.	Knowledge and experience of supporting organisational culture, which is vigilant to, monitors and prioritises the safeguarding of children and young people above all considerations.	E	✓	✓
PERSONAL CHARACTERISTICS				
30.	A strong commitment to the vision and values of Caldershaw Primary School and of Altus Education Partnership.	E	✓	✓
31.	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	E	✓	✓
32.	Highest levels of professional and personal integrity.	E	✓	✓

33.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
34.	Personal resilience, persistence, and perseverance.	E	✓	✓
35.	Commitment to always maintaining confidentiality.	E	✓	✓
36.	Commitment to working flexibly outside of school hours to achieve outstanding outcomes for young people.	E	✓	✓
37.	Commitment to safeguarding and equality and diversity.	E	✓	✓
38.	Relentless scrutiny and personal drive for maintaining and improving the highest expectations and outcomes for pupils and staff	E	✓	✓



Caldershaw Primary School

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ALTUS

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