



**Assistant Headteacher  
(L4 – L8)**

**Permanent Contract – Full Time  
Required – 1<sup>st</sup> September 2026**

**Closing date: Thursday 14<sup>th</sup> May 2026**

**Shortlisting: Thursday 14<sup>th</sup> May 2026**

**Interviews: Thursday 21st May 2026**



**Golborne Community  
Primary School**



**SOUTHLANDS  
HIGH SCHOOL**  
Endeavour for Excellence



**Standish Community  
High School**  
be Outstanding!



## **Chief Executive Officer (CEO): Neil Moore**

It is with great pleasure that I introduce you to Mosaic Multi Academy Trust and I hope this information will enable you to decide on your suitability to join our journey and become part of our growing team. As a Trust, we are determined to challenge our students inside and outside the classroom to strive for individual excellence and to achieve the highest academic standards. Our Trust is committed to supporting every student to develop to their full academic potential whilst experiencing a wide and exciting range of opportunities to equip them with the skillset for a successful future as rounded, mature and confident members of modern society.

I am very proud of the Trust, its students, staff and Trustees. Education at Mosaic provides much more than exam excellence. It aims to develop and nurture our children to take their place as caring and confident young people in the outside world. Our staff have opportunities to engage in high quality Continuous Professional Development and all staff have access to our supportive, well-being packages. We would like to invest in the long-term career of an exceptional candidate and would welcome visits from prospective applicants.

### **Who we are:**

The Mosaic Multi Academy Trust was established in 2017. The work for all in the Trust is to serve the educational interests of students in becoming successful learners, confident individuals and responsible citizens, irrespective of background or ability. We have set our Trust on achieving:

- Ambitious expectations with successful outcomes so that no child is left behind in achieving all they can
- Academies committed to excellent teaching and learning with highly performing personnel
- Well led academies across all levels working within well-established staffing structures
- Self-evaluation built around accountability, development and improvement. Each academy will have data astute and responsive management systems
- Academies that offer engaging, relevant and well-considered curricula
- Excellent Trust governance that will ensure we are a Trust that is financially viable and forward thinking
- Academies that provide safe and positive learning environments by dedicated members of support.

At **Standish Community High School**, we are committed to the highest levels of academic achievement, personal growth and lifelong fulfilment. Our motto 'Be Outstanding' captures our determination and belief that all of our students deserve the very best education and opportunities that enable them to flourish and grow in confidence and develop the skills and expertise, to become happy and well-rounded, successful individuals.

**Southlands High School** believes in being a strong and loyal community in which every student and every member of staff is supported to achieve their very best and reach their fullest potential. Through high quality teaching, strong pastoral systems and a focus on personal development, we seek to prepare each and every student for the bright and optimistic future ahead of them.

At **Golborne Community Primary School**, our constant aim is to facilitate children's learning in a warm, encouraging and respectful community existing in a quality and stimulating environment. Our ethos relies heavily on the concept of independent learning and self-discipline. We hope to develop in all children the desire to learn and the ability to apply their full knowledge. At the same time, we want to help each child find the self-esteem and confidence that are so necessary to live a happy full life.

Dear Applicant,

**Permanent Assistant Headteacher –With Classroom Responsibility (KS1/KS2)**

Many thanks for your interest in the above position. Please find enclosed the following documents:

- ❖ Information about Golborne Community Primary School
- ❖ Job Description
- ❖ Person Specification
- ❖ Arranging a Visit/Application Process

Golborne Community Primary School is advertising for a permanent, full time Assistant Headteacher to commence employment Monday **1<sup>st</sup> September 2026**. We are looking to appoint an outstanding Assistant Headteacher to support the Headteacher and staff in continuing to rapidly develop our school. This full-time role will be based at Golborne Community Primary School, however as we are part of Mosaic Academy Trust, there may be occasions when you will be required to work at other schools within the trust.

Please return your completed application to [d.brownbill@golborneprimary.wigan.sch.uk](mailto:d.brownbill@golborneprimary.wigan.sch.uk) late applications will not be considered.

Applications will be considered as soon as they are received, and the closing date will be Thursday 14<sup>th</sup> May 2026 at 9am. Interviews are scheduled to take place Thursday 21<sup>st</sup> May 2026. Any offer of employment is subject to a satisfactory enhanced criminal record check with a barred list through the Disclosure and Barring Service (DBS), medical clearance, references, and verification of qualifications satisfactory to the Trust.

Yours faithfully,



Miss R Atherton  
**Trust H.R. Manager**



## JOB DESCRIPTION

1. INTRODUCTION	
<b>Post Title:</b>	Assistant Headteacher (Full time 1.0 FTE)
<b>Status:</b>	Permanent Contract
<b>Job Overview:</b>	<p>The Assistant Headteacher will support the Headteacher and Deputy Headteacher in:</p> <ul style="list-style-type: none"> <li>• Communicating the school's vision compellingly and supporting the Headteacher's strategic leadership.</li> <li>• The day-to-day management of the school.</li> <li>• Formulating the aims and objectives of the school, including school self-evaluation and school improvement planning.</li> <li>• Establishing policies for achieving these aims and objectives.</li> <li>• Managing staff and resources to that end.</li> <li>• Monitoring progress towards the achievement of the school's aims and objectives.</li> <li>• Further roles and responsibilities will be confirmed on appointment.</li> </ul> <p>The Assistant Headteacher will also have a timetabled teaching commitment complying with the Teachers' Standards and modelling best practice for others.</p> <p>They may also be required to undertake any of the duties delegated from the Headteacher.</p>
<b>Responsible To:</b>	Headteacher and Deputy Headteacher
<b>Liaising with:</b>	Headteacher, Deputy Headteacher, Senior Leadership Team, Governing Body, teachers and support staff, LA representatives, external agencies and parents / carers
<b>Working time:</b>	Full time (1.0 FTE) as specified within the STPCD
<b>Salary /Grade:</b>	Leadership Pay Scale (L4 – L8)
<b>Disclosure Level</b>	Enhanced
<b>Conditions of Employment</b>	No holidays are permitted during the 190 day teaching year.
2. TEACHING	
2.1	Undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
2.2	As part of your contractual obligations you may be required to teach identified classes in our partner primary and high schools as part of our outreach work.
2.3	Keep up to date with developments in education.
3. STRATEGIC / OPERATIONAL PLANNING	
3.1	Contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum which contributes to pupils' development and in preparing for the next stage in their education within the aims and objectives of the school.
3.2	Ensure that effective systems are in place to identify and meet the needs of the staff and pupils and that they are co-ordinated, monitored, evaluated and reviewed as part of the department/school self-evaluation processes.

3.3	Set standards and provide examples of best practice for other teachers and support staff in identifying, assessing and meeting pupils needs.
3.4	Support the Headteacher and Deputy Headteacher to actively monitor standards of teaching throughout the school.
3.5	Analyse and interpret relevant data, research and inspection evidence to inform policy and practice.
3.6	Implement school policies and procedures.
<b>4. LEADERSHIP OF CURRICULUM</b>	
4.1	Liaise with key staff link to ensure the delivery of an appropriate, comprehensive, high quality maths curriculum which complements the school's strategic objectives.
<b>5. LEADERSHIP OF CURRICULUM DEVELOPMENT</b>	
5.1.	Assist and support the development of curriculum and teaching across school.
<b>6. LEADERSHIP OF STAFF</b>	
6.1	Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
6.2	Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils (including SEND duties).
6.3	Be responsible for the day-to-day leadership and management of staff, supporting the Headteacher and Deputy Headteacher.
6.4	Advise, contribute and co-ordinate the professional development of staff to increase their effectiveness.
6.5	Support staff in their understanding of the learning needs of all pupils and the importance of raising achievement.
6.6	Promote teamwork and motivate staff to ensure constructive working relationships.
6.7	Engage actively in the appraisal and capability review process and act as a reviewer.
6.8	Participate in the interview process for posts when required and ensure effective induction of new staff in line with the school's policy.
6.9	Take responsibility for own professional development.
<b>7. QUALITY ASSURANCE</b>	
7.1	Contribute to the process of monitoring and evaluation for your leadership areas in line with agreed school procedures.
7.2	Monitor the progress made in setting objectives and targets for pupils in conjunction with other members of SLT.
7.3	Seek/implement modification and improvement where required.
<b>8. MANAGEMENT INFORMATION</b>	
8.1	Make use of analysis and evaluate performance data to inform practice.
8.2	Identify and take appropriate action on issues arising from data, systems and reports and review progress on the action taken.
8.3	Produce appropriate reports for the various audiences e.g. the Governing Body, external agencies.
<b>9. COMMUNICATION AND LIASON</b>	

- 9.1 Ensure that all staff are familiar and follow the school's Maths policy.
- 9.2 Develop and maintain effective partnerships between parents and the school's staff to promote learning and provide information.
- 9.3 Promote actively the development of effective T & L links with external agencies / partner schools.
- 9.4 Contribute to the development of effective links with the community and further strengthen the personal development offer.
- 9.5 Take part, where necessary, in liaison events such as parent's evenings and link events with partner schools.

#### **10. MANAGEMENT OF RESOURCES**

- 10.1 Identify and ensure the provision of staff and resource requirements to meet the needs of all pupils to enhance learning.
- 10.2 Advise the Headteacher, senior leadership team and governing body of likely priorities for expenditure.
- 10.3 Allocate resources to meet the objectives of the school and T & L policies to maximise pupils' achievements and ensure value for money.
- 10.4 Organise and co-ordinate the deployment of learning resources, including ICT and monitor their effectiveness.
- 10.5 Maintain existing resources and explore opportunities to develop or incorporate new resources from sources inside and outside the school.
- 10.6 Co-operate with other leaders to ensure a sharing and effective usage of resources to the benefit of the school and the pupils.

#### **11. PASTORAL SYSTEM**

- 11.1 Monitor and support the overall progress and personal development of pupils.
- 11.2 Help to monitor student attendance together with pupil's progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- 11.3 Contribute to and support pupil well-being, citizenship and enterprise according to the school's policy and personal development programme.
- 11.4 Assist in the implementation of the behaviour management policy so that effective learning can take place.

#### **12. SCHOOL ETHOS**

- 12.1 Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and pupils to follow this example.
- 12.2 Promote actively the school's corporate policies.
- 12.3 Comply with the school's health and safety policy and undertake risk assessments as appropriate.
- 12.4 This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

#### **SIGNATURES**

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements, which are commensurate with the job title and grade.

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified. Employees are expected to comply with any reasonable request from the Headteacher / SLT link to undertake work of a similar level that is not specified in this job description.

Signed .....  
(Assistant Headteacher)

Signed .....  
(Headteacher)

Dated .....  
(Assistant Headteacher)

Dated .....  
(Headteacher)

**SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE**

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



## PERSON SPECIFICATION

Requirements:	Essential / Desirable
<b>Qualifications</b>	
Qualified teacher status.	E
Evidence of continuing professional development.	E
Experience of Senior Leadership	E
Evidence of further training for leadership such as NPQSL, NPQML, NRQEYL	D
Commitment to accredited school leadership and management training/career development	E
Current safeguarding training	E
Ability to demonstrate commitment to safeguarding and promoting the welfare of children	E
<b>Experience and Skills</b>	
Teaching experience within the primary age range.	E
Knowledge of Special Needs Education.	E
Awareness of literacy and numeracy initiatives.	E
Knowledge of formative and summative assessment strategies.	E
Ability to analysis data to monitor the progress of vulnerable children.	E
Teacher of ability, skill and expertise.	E
Experience of team teaching.	D
Experience of Assessment for Learning in practice.	D
Experience of supporting children with SEN.	D
Ability to cater for a range of individual children's needs.	E
Able to plan and deliver lesson/group sessions to meet the needs of all identified needs.	E
Commitment and confidence in meeting the needs of vulnerable pupils including those with SEN.	E
Willing and able to give leadership or support within a curriculum area.	E
Ability to develop amicable relationships and work collaboratively with all school staff.	E
Good communicator both written and verbal.	E
Effective organisational skills.	E
Knowledge of current issues and developments in primary education.	E
Good understanding of, and experience with, I.C.T.	D
Exhibits current knowledge and understanding of educational policy locally, nationally and globally	E
<b>Relations</b>	
An ability to provide a caring co-operative atmosphere for children and to create a challenging, disciplined and effective learning environment.	E
Excellent class management and control.	E
An ability and willingness to relate to individuals and groups and to make appropriate contact with parents and/or other agencies as necessary.	E
An understanding of the support children need to achieve self-discipline.	D
<b>Personal Qualities</b>	
Integrity, professionalism and diplomacy	E
Tact and a sense of humour	E
A personal and friendly nature	E
Excellent Attendance & Punctuality Record	E
Resilient	E
Demonstrates honesty and integrity	E

Self-motivated, enthusiastic and energetic	<b>E</b>
Excellent communication and interpersonal skills	<b>E</b>
Effective working relationships	<b>E</b>
Excellent organisational skills	<b>E</b>
Prioritises, meets deadlines and performs effectively under pressure	<b>E</b>
Demonstrates initiative and problem-solving skills	<b>E</b>
Flexible and adaptable to change	<b>E</b>
<b>Application</b>	
Accurate completion of application form	<b>E</b>
Supporting Statement which addresses person specification, evidence in letter and application	<b>E</b>
High standards in spelling and writing	<b>E</b>
<b>Legal Issues</b>	
Legally entitled to work in the UK	<b>E</b>
Enhanced DBS Clearance	<b>E</b>
Valid UK Driving Licence, access to a vehicle with business insurance	<b>D</b>



## Application process:

To apply, please use the application form on the Mynewterm website or return this too [d.brownbill@golborneprimary.wigan.sch.uk](mailto:d.brownbill@golborneprimary.wigan.sch.uk)

Closing date: Thursday 14<sup>th</sup> May 2026 – 9am

Short listing: Thursday 14<sup>th</sup> May 2026

Interview date: Thursday 21st May

In line with Safer Recruitment guidelines, we will be taking up references in advance of the interviews and taking them into account throughout the interview process.

Golborne Community Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and adhere to the school's child protection policies and procedures. Enhanced checks through the Disclosure and Barring Service (DBS) will be required for this post.

The post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulation and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations and is also subject to medical clearance.

More information about the school can be found on the website <http://golborneprimary.co.uk/>

When completing your application, please ensure that all sections are completed, gaps in employment history are accounted for and details of awarding bodies included. You should refer to the job description and person specification to guide your application and supporting statement. Your supporting statement should be no more than 2 pages of A4 words. Please note that late applications and CV's will not be considered.

