

# LADYBROOK PRIMARY SCHOOL

Gleneagles Close,  
Bramhall,  
Stockport SK7 2LT

Telephone: 0161 439 8444  
Fax: 0161 439 9908  
E-mail: [headteacher@ladybrook.stockport.sch.uk](mailto:headteacher@ladybrook.stockport.sch.uk)



Headteacher:  
Mrs. D. Presswood, B.A.

## **Ladybrook Primary School**

### **Headteacher Recruitment Pack**



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## **This document contains:**

-  **Letter from the Chair of Governors**
-  **About our School**
-  **Advertisement**
-  **Job Description**
-  **Person Specification**
-  **Qualities our children would like in our new Headteacher**



## Letter from Chair of Governors

Dear Applicant,

Due to the retirement of the current Headteacher, the governors, staff and children of Ladybrook Primary School are seeking to appoint a charismatic and caring Headteacher to lead, inspire and further improve our popular and thriving school from September 2025. As a Governing Board, we are delighted that you are considering applying to become our new Headteacher. Thank you for your interest and for taking the time to read through our information pack.

### **What makes Ladybrook special?**

‘A remarkable place where everyone is welcome’: this was how children described our school to the Ofsted inspectors when they visited in July 2024.

At the core of everything we do at Ladybrook is our vision, shared by parents, governors and staff alike, to provide **learning without limits** for all our children, wherever their starting point. This vision is summarised in our aspirations to enable all our young people to develop the essential values, skills, knowledge and attributes to become:

- **Successful learners**
- **Confident individuals**
- **Responsible citizens**

We want our children to be life-long, motivated and **successful learners** and we provide a rich, challenging and exciting learning journey which ensures progress for all from Nursery to Year 6. When children start school, they are curious and inquisitive about the world in which they live. We harness this natural enthusiasm for learning and then provide them with the knowledge, skills and understanding to achieve their potential through creative and dynamic learning opportunities. Our curriculum has been judged by Ofsted to be ‘highly ambitious’ and ‘expertly crafted’ and our children are confident, kind, and eager to share their learning experiences.

In our passion to nurture the “whole” child, we encourage all pupils to become **confident individuals**. We are committed to equipping children with the personal skills, attitudes and values to become **responsible citizens**, who contribute to their local and wider communities through a range of cultural challenges.

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Visitors often remark on the warm and friendly feel of the school, where every child is known as an individual. Relationships with parents and carers are central to our approach and we work closely with families to support every child, fostering open communication and partnership. The Ladybrook community is a family, and all parents and carers have a voice in their child's learning journey.

As a Governing Board, we are proud to support the staff and children of Ladybrook to make our school the best that it can be. We – staff and governors - are committed to seeking constantly to improve and evolve our practice. We are passionate about ensuring that all children receive the best possible education here and that, when they leave us, they are well-prepared for the next stage in their educational journey and indeed for their future lives. Our new Headteacher will drive that legacy even further.

## **Next Steps**

The Governing Board is committed to providing the support and resources needed for our new Headteacher to flourish. If you feel that this may be you, you can find out more by visiting our school website [www.ladybrook.stockport.sch.uk](http://www.ladybrook.stockport.sch.uk) Of course, the best way to get a true feel for the school is to visit us to see the children and staff at work. Visits for potential applicants will be held at the following times:

- **Wednesday 8th January at 1.15pm**
- **Thursday 16th January at 9.30am**

Please contact Karen Fairweather, School Business Manager, on 0161 439 8444 or [karen.fairweather@ladybrook-primary.co.uk](mailto:karen.fairweather@ladybrook-primary.co.uk) to make an appointment.

If you believe that you meet our person specification and the requirements of the job description and are excited by the opportunities and challenges of being Headteacher at Ladybrook Primary School, then please do apply.

On behalf of the Governing Board, I very much look forward to receiving your completed application and wish you every success in the appointment process.

We look forward to meeting you.

Catriona Farnsworth

Chair of Governors

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## About our School

Ladybrook is an outstanding (Ofsted, July 2024) one form entry primary school with its own Nursery set in extensive well-maintained grounds in Bramhall, Stockport. We have capacity for 210 pupils across the seven classes, plus 40 part-time Nursery places. At present, there are 209 pupils on roll (44% boys, 56% girls). The proportion of pupils eligible for free school meals is 2% compared to 17% nationally.

Attendance is high – overall absence is below national (4.1% v. 6.3%N) 27% of pupils have English as an additional language, compared to 21.3% nationally. Pupils supported with an education, health and care plan is in line with the national average – 8 pupils, currently, 4 of whom are in Year 1 (4.2% compared to 4.8%N). There is currently 1 child on the pathway to EHCP assessment. The proportion of pupils who receive special educational needs support is in line with the national average (13.8% compared to 13.6%N).

Our vision, shared by parents, governors and staff alike, is to provide **learning without limits** for all our children, wherever their starting point. This vision is summarised in our aspirations to enable all our young people to develop the essential values, skills, knowledge and attributes to become:

- **Successful learners**
- **Confident individuals**
- **Responsible citizens**

Our curriculum is broad and balanced, ambitiously co-constructed with staff to ensure a shared commitment to teaching the whole curriculum to all children, focusing on key concepts, essential knowledge and skills progression for life-long learning. Our pupils enjoy coming to school and are keen to learn. They have excellent attendance and respond very well to the high expectations of the staff in terms of behaviour, approaches to learning and achievement.



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Our children are fortunate to enjoy extensive, well-maintained grounds including a large field with daily mile track, a MUGA (multi-use games area), a vegetable garden and a dedicated Forest School area complete with pond.



All junior children have the opportunity to learn a musical instrument with currently almost 50% of them receiving tuition in learning time provided by peripatetic specialists. We also work closely with the local high school and our children have enjoyed performing there in concerts with older students. Our Singing Squad is highly popular!



Supporting our curriculum offer is an extensive range of extra-curricular activities, both before and after school. These cater for a variety of interests such as Football, Karate, Cross Country, Gardening, Performing Arts and Business.

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Our popular Out of School Club operates before and after the school day throughout the school year, caring for children aged 3-11 years. It is run by a team of committed play workers who aim to provide a happy, safe, warm and stimulating environment in which all children can play, learn and develop freely. The club is based in the Early Years building which is self-contained, secure and has excellent facilities.

We are very fortunate to be supported by an active and enthusiastic PTA which, over the years, has raised much needed funds to ensure that Ladybrook is well-resourced beyond the levels which the school budget offers. All families are automatically part of the PTA when they join our school and lots of fun events are arranged throughout the year for children and adults alike.

Ladybrook is a 'unique and special community where differences between people are nurtured and celebrated' (Ofsted, 2024). The nurture of personal capabilities and a 'growth mindset' enable all children to discover how to learn independently and with others, wherever their starting point. We were the first school in Stockport to be accredited by the Inclusion Service as a Dyslexia Friendly School and have recently been reaccredited with the enhanced award. In 2023-24, we took part in the Autism in Schools Project with the aim of improving the outcomes for children with special educational needs.

Parents and visitors alike comment on the inclusive, family ethos of the school. But please, don't just take our word for it. We'd be delighted to welcome you to come and experience it for yourself.



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## Advertisement

**Position:** Headteacher  
**Required for:** September 2025  
**Salary Range:** L15 – L21 (£70,293 to £80,634)

**Ladybrook 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. Shortlisted candidates will be expected to complete a Disqualification Declaration. The successful applicant's appointment will be subject to satisfactory pre-clearance including a Disclosure and Barring Service check.**

Due to the retirement of the current Headteacher, the governors, staff and children of Ladybrook Primary School are seeking to appoint a charismatic and caring Headteacher to lead, inspire and further improve our popular and thriving school from September 2025.

We are looking for a Headteacher who:

- Is approachable and collaborative with excellent communication skills and the ability to lead, inspire and motivate staff, pupils and governors to continue to promote 'learning without limits' for all our children, wherever their starting point
- Is a highly effective and knowledgeable primary practitioner with a proven record in leading Teaching and Learning and in securing excellent outcomes for children
- Has high expectations of all children and staff
- Will embrace opportunities to develop and enhance our distinctive provision
- Is committed to ensuring high quality on-going professional development of staff and to contributing to the training of the next generation of teachers
- Will provide high quality strategic thinking and planning
- Will continue to develop existing positive relationships within our local community

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We can offer:

- Children with a positive attitude to learning who enjoy coming to school
- Hardworking and dedicated staff working as a mutually supportive team and passionately committed to 'learning without limits'
- A stimulating learning environment where everyone is a lifelong learner
- A well-established creative curriculum
- Governors committed to continuous improvement
- Strong local partnerships with other schools and a supportive Local Authority

Visits to the school are encouraged and appointments can be arranged by contacting Karen Fairweather, the School Business Manager, on 0161 439 8444 or [karen.fairweather@ladybrook-primary.co.uk](mailto:karen.fairweather@ladybrook-primary.co.uk) Visits for potential applicants will be offered at the following times:

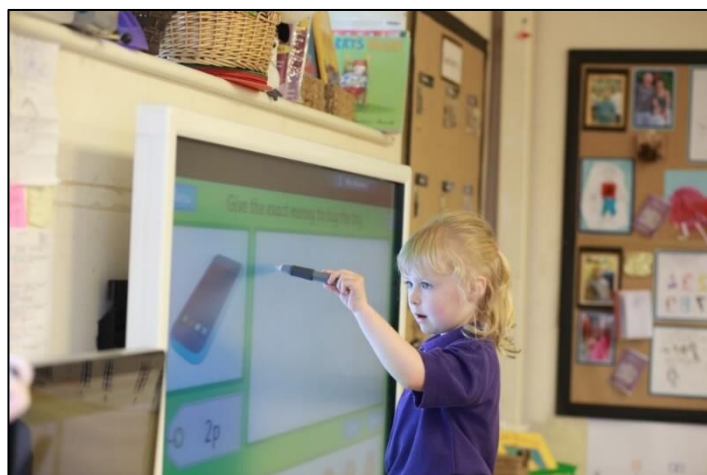
- **Wednesday 8th January at 1.15pm**
- **Thursday 16th January at 9.30am**

Applications must be completed on the application form provided, using Microsoft Word only please, and must be submitted electronically to [hrrschools@stockport.gov.uk](mailto:hrrschools@stockport.gov.uk).

**Closing Date:** Friday 24<sup>th</sup> January 2025 at 12 noon

**Shortlisting:** Tuesday 4<sup>th</sup> February 2025

**Interviews:** Tuesday 11<sup>th</sup> and Wednesday 12<sup>th</sup> February 2025



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## Job Description

**Job Title: Headteacher**  
**Department: Ladybrook Primary School**

**Directorate: Services to People**  
**Salary Grade: £70,293 to £80,634 (L15 – 21)**

**Post Reports to:** Stockport's Director of Education Services and **Ladybrook Primary School** Governing Board in matters within their responsibility.

This job description reflects the 'National standards of excellence for Headteachers' (2020). These standards are built upon 'The Teaching Standards' (2011) which apply to all teachers, including Headteachers. The appointment is subject to the current conditions of employment for Headteachers, contained in the 'School teachers' pay and conditions document 2023'.

The role of the Headteacher: Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation's schools.

Parents and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The headteachers' standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.

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## Section 1: Ethics 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.

Headteachers uphold and demonstrate the 'Seven Principles of Public Life' at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils

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- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

## Section 2: Headteachers' standards

### 1. School Culture

Headteachers:

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

### 2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains

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- ensure effective use is made of formative assessment

### **3. Curriculum and assessment**

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

### **4. Behaviour**

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

### **5. Additional and special educational needs and disabilities**

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively

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- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

## 6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## 7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

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## 8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## 9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

## 10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

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This Council and school are committed to safeguarding and promoting the welfare of children and young people and expect all staff within this area to share this commitment and to have understanding of the common core skills and knowledge.

To work positively and inclusively with colleagues and customers so that the Council and school provide a workplace and deliver services that do not discriminate against people on the ground of their age, sexuality, religion or belief, race, gender or disabilities.

To fulfill personal requirements, where appropriate, with regard to Council and school policies and procedures, health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council and schools priorities.

To work flexibly in the interests of the service. This may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account.

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## Person Specification

	Essential	Desirable	Score 0/1/2/3
<b>Relevant Experience:</b>			
Record of successful Headteacher, Deputy Headteacher or Assistant Headteacher experience within the primary phase	<b>x</b>		
Successful leadership experience in the primary phase in more than one school		<b>x</b>	
Experience of managing and / or mentoring staff	<b>x</b>		
Excellent classroom practitioner in the primary phase	<b>x</b>		
Experience of raising educational standards	<b>x</b>		
Experience of leadership in school development planning, self-evaluation and monitoring	<b>x</b>		
Experience of building links and working with parents and the wider community	<b>x</b>		
Experience of fulfilling the role of Designated Safeguarding Lead		<b>x</b>	

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	Essential	Desirable	Score 0/1/2/3
Experience of managing financial budgeting and expenditure in school and securing best value		x	
Experience of promoting the professional development of all school staff		x	
Experience of recruitment and selection processes		x	
Experience in the use of a range of tools and evidence including performance data to support, monitor, evaluate and improve all aspects of school life	x		
Experience of working with other professional bodies in the development of teaching and learning		x	
<b>Education and Training:</b>			
Qualified Teacher Status	x		
Evidence of training within the last 5 years including leadership, management skills and other relevant professional development	x		
NPQH or equivalent		x	

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	Essential	Desirable	Score 0/1/2/3
<b>Knowledge of:</b>			
All Key Stages within primary education including EYFS	X		
A high-quality curriculum that meets the needs of all children	X		
SEND and inclusion legislation and Code of Practice	X		
The principles of effective teaching, learning and assessment	X		
The principles of funding within a maintained Primary School		X	
The legislation and requirements relating to the safeguarding of children and other legal issues	X		
The current Ofsted framework and its influence on school curriculum development	X		
<b>Skills and qualities:</b>			
Lead by example with compassion, integrity and clarity	X		

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	<b>Essential</b>	<b>Desirable</b>	<b>Score 0/1/2/3</b>
Manage own workload and that of others to encourage and promote staff wellbeing and allow a work life balance	<b>x</b>		
Maintain and expand constructive collaborations with other local Primary Schools to share good practice	<b>x</b>		
The ability to work together openly and honestly to support colleagues and work together for the benefit of children at our school	<b>x</b>		
Show resilience, perseverance and optimism in the face of difficulties and challenges	<b>x</b>		
Show an understanding of the benefits of working with other agencies for the wellbeing of all pupils	<b>x</b>		
Proven inspirational leadership and management skills	<b>x</b>		
The use of appraisal in promoting and sustaining whole school improvement		<b>x</b>	
Effective communication appropriate to the audience within a school community	<b>x</b>		
Promotion and development of distributed leadership	<b>x</b>		

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	<b>Essential</b>	<b>Desirable</b>	<b>Score 0/1/2/3</b>
Expertise in performance data to support school improvement	<b>x</b>		
Committed to promoting the ethos and values of our school	<b>x</b>		
A commitment to further developing the schools existing inclusive culture and ethos	<b>x</b>		
A commitment to working with other schools, educational partners, including the voluntary sector and agencies within the wider diverse community	<b>x</b>		
The capacity to provide the vision to inspire, challenge and motivate the whole school	<b>x</b>		
To understand and support Stockport Council's Equality and Diversity Statement	<b>x</b>		
To meet Stockport Council's standard of Attendance	<b>x</b>		

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## **Qualities our children would like in our new Headteacher**

Members of our School Council said:

We are looking for someone who:

- cares for children
- will make sure that everyone feels safe
- is proud of the school they're currently working in
- will get involved with everything in Ladybrook
- will come into all the classrooms and won't stay hidden in their office
- thinks about how everyone feels
- will get to know everyone and will treat everyone the same
- will make sure that children with Special Needs are given the same opportunities as everyone else
- will be serious when necessary but will be fun as well
- will celebrate children's successes
- will encourage sports
- will support and encourage the teachers
- will treat all staff with respect
- will maintain our fabulous school grounds
- will continue to encourage our awareness of world environmental problems

In one word, we would like someone who is:

- respectful
- proud
- positive
- loving
- confident
- gentle
- responsible
- caring
- kind
- understanding
- achieving

If you believe that this could be you, please do apply.