St Patrick's Church of England Primary School

ENDMOOR • KENDAL • CUMBRIA

Headteacher Application Pack

START DATE	SALARY RANGE	APPLICATION CLOSING DATE
January 2027	L7 – L13	9th September 2026, 5pm

A Letter from the Chair of Governors

Dear Applicant,

Thank you for your interest in the position of Headteacher at St Patrick's Church of England Primary School. On behalf of the governing body, I hope this application pack gives you a clear picture of who we are and what we are looking for.

St Patrick's is a small village primary school in Endmoor, near Kendal, with 98 children on roll aged from 2 to 11. Being a small school means we know all of our children as individuals, we have strong relationships between staff, children and families, and our Christian vision and values of kindness and community are integral to the way we work every day. Our motto "Learning Together, Growing Together, Supporting Each Other" is not just a phrase; it reflects how we genuinely operate as a school community.

We are recruiting at an important moment for the school. Our current Headteacher is retiring after 14 years of dedicated service, and her departure leaves us with both a significant gap to fill and a strong foundation to build upon. Ofsted noted in their 2024 inspection that St Patrick's is 'a caring and welcoming place to learn', where staff are proud to work — a culture that staff are proud to be part of, as reflected in the stability and dedication of our team.

The governing body is active, supportive and committed to the school's continued development. We are looking for a Headteacher who understands the particular character of our small rural school — someone who will lead with care and purpose, uphold our Christian ethos, and work alongside staff, families and the wider community.

If St Patrick's is a church school community you would love to lead and progress, we would very much welcome your application.

Richard Ashlin

Chair of Governors

St Patrick's Church of England Primary School

About Our School

"A caring and welcoming place to learn." — Ofsted (2024)

St Patrick's Church of England Primary School is a warm, friendly village school nestled in the community of Endmoor, near Kendal in Cumbria. We are proud to be a small school where every child is known — by name, by character, and by what makes them who they are.

CHILDREN ON ROLL

98 pupils (aged 2–11)

OFSTED RATING (2024)

Good

CLASSES

4 classes, plus Pre-School

STAFF

~20 dedicated staff

"A happy and highly inclusive school where pupils and adults are valued and cared for as unique individuals." — SIAMS (2023)

Our four classes — **Class 1** (Year R), **Class 2** (Years 1 & 2), **Class 3** (Years 3 & 4) and **Class 4** (Years 5 & 6) — are supported by an experienced and dedicated team of around 20 staff, as well as a thriving Pre-School provision.

St Patrick's is a Church of England school and **Christian values are important to us**, shaping our culture and the way we care for one another. Children enjoy visiting our local parish church for services at Easter and Harvest, and participating in carol services at Christmas, deepening their connection to faith, community and tradition.

Our school benefits from **spacious grounds and an excellent outdoor area**, giving children the freedom to explore, discover and learn beyond the classroom. From our forest school and campfire circle to our growing garden and nature spaces, the outdoors plays an important and valued part in school life.

Low staff turnover, a close-knit community and a genuinely happy school make St Patrick's a truly special place — to learn, build friendships and grow together.

What St Patrick's Offers

Joining St Patrick's means joining a community that truly cares — about its children, its staff, and its place in village life.

Children Known as Individuals
In our small school, every child is seen, known and celebrated for exactly who they are.

A Strong Sense of Belonging
Our community is welcoming, inclusive and rooted in mutual care and respect for all.

High-Quality Relationships
Deep, trusting relationships between staff, pupils, parents and the wider community.

A Dedicated Staff Team
Experienced, committed and stable — our staff team is one of St Patrick's greatest assets.

Excellent Outdoor Learning
Spacious grounds, forest school, growing gardens and access to the stunning Cumbrian landscape.

An Exciting, Inclusive Curriculum
An exciting and wide-ranging curriculum, with frequent outdoor activities in the Lake District, and multiple residential trips further afield.

Christian Values
Christian values are important to our school and play a meaningful role in shaping our culture and community.

A Supportive Governing Body
A strong, engaged and effective governing body committed to the school's continued growth.

We asked our pupils, parents and staff what they'd like from a new headteacher. Their answers say everything about who we are.

PUPILS Our children said the new headteacher should be...

- Kind
- Helpful
- Supportive
- Exciting
- Generous
- Listens to ideas
- Takes action where needed

PARENTS Parents told us they would love a headteacher who...

> *Creates a happy, welcoming and nurturing environment where every child feels valued, supported and excited to learn.*

> *Inspires a positive school culture where children feel safe, listened to and motivated to do their best — academically and personally. A school that feels friendly, caring, inclusive and community-focused, where children can truly thrive.*

STAFF

The qualities our staff value most in a new headteacher

Leading with heart: *A headteacher who places children's wellbeing at the heart of every decision — recognising that while strong achievement is important, pupils' happiness, confidence and emotional wellbeing must always come first.*

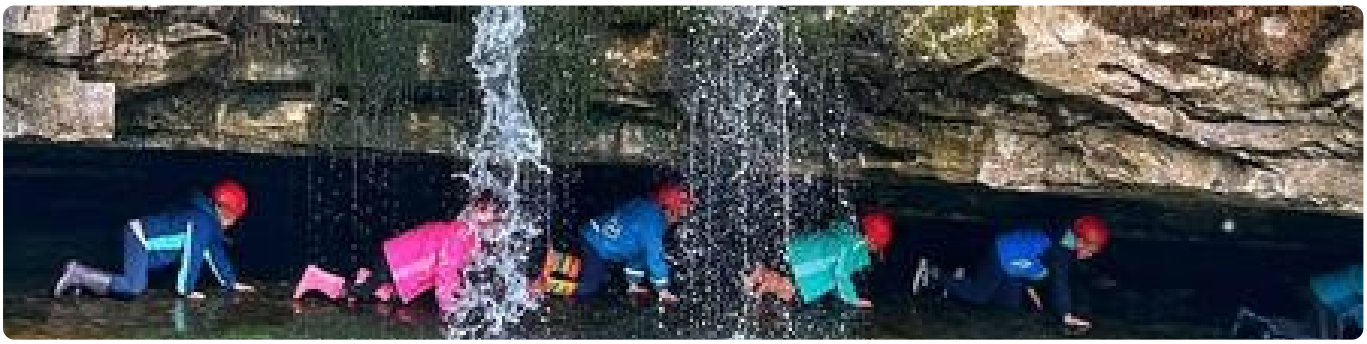
Rolling up their sleeves: *Someone who leads by example, is happy to work alongside staff in all aspects of school life — from swimming lessons to sports days. No job too big or too small.*

Empowering the team: *A supportive and approachable leader who builds trust, empowers staff, and ensures colleagues feel valued, encouraged and supported rather than scrutinised. An open door, always.*

Warmth and humour: *Someone with genuine warmth, a sense of humour and the ability to bring positivity and enjoyment to school life. As one staff member put it — we are a wonderfully close team and that spirit matters.*

Outdoor vision: *A visionary who can help us make the most of our wonderful school grounds — developing outdoor spaces so they become an integral part of the learning environment.*

Community champion: *Someone who will strengthen the school's role within the village, building meaningful community links and ensuring St Patrick's is a visible, valued and active part of local life.*



> *Our staff want a headteacher who places children's wellbeing at the heart of every decision, who leads with warmth and by example, who empowers and trusts the team — and who ensures St Patrick's remains a place where everyone feels happy, safe and supported.*

How to Apply

We warmly welcome applications from inspirational, caring school leaders who share our vision for St Patrick's.

1 Visit Our School

We warmly encourage all prospective applicants to visit St Patrick's before applying. School visits are available on the following dates:

- Tuesday 7th July, 10am – 12pm
- Thursday 3rd September, 1pm – 2:30pm

Please contact us at admin@st-patrickscofe.cumbria.sch.uk to book your place.

2 Complete Your Application

Applications should be submitted using the Westmorland and Furness Council application form.
Completed applications, including a cover letter, should be emailed to recruitment@st-patrickscofe.cumbria.sch.uk.
Please use a font size of 10 or above for both your application form and covering letter. Your covering letter should be no longer than two pages.

3 Shortlisting & Interview

Shortlisted candidates will be contacted on 15th September 2026 and invited to interview on 22nd–23rd September.

Recruitment Timeline

MILESTONE	DATE
School visits available	7th July (10am–12pm) & 3rd September 2026 (1pm–2:30pm)
Closing date for applications	9th September 2026, 5pm
Shortlisting	15th September 2026
Interviews	22nd–23rd September 2026
Appointment confirmed	23rd September 2026
Start Date	January 2027

Important Information

- St Patrick's CofE School is committed to the safeguarding of its pupils and expects all staff and volunteers to share this commitment. An online search will be carried out on shortlisted candidates, as directed in Keeping Children Safe in Education 2025.
- The successful candidate will be appointed on the completion of an Enhanced Disclosure and Barring Service check in line with the Government Safer Recruitment guidelines, and on receipt of professional references.
- Please note that St Patrick's CofE School will not reimburse travel expenses for shortlisted candidates.

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications		
Qualified Teacher Status	✓	
Evidence of continuing professional development	✓	
National Professional Qualification for Headship (NPQH) or equivalent		✓
Holding, or willingness to complete, SENCO qualification		✓
Christian leadership qualification and/or experience		✓
Other relevant post-graduate qualification		✓
Experience		
Successful teaching experience across primary age range	✓	
Leadership and management experience in a primary school	✓	
Leading curriculum development	✓	
Tracking pupil progress and attainment to inform and evaluate the effectiveness of teaching and interventions	✓	
Strategic financial planning and budget setting in line with school vision		✓
Working effectively with governors	✓	
Knowledge		
The distinctive Christian character of Church of England schools, as expressed through contextually relevant, theologically underpinned vision, values and ethos	✓	
Principles for the development of effective teaching and learning to reflect the needs and worth of every pupil	✓	
Principles of school self-evaluation and strategies for school improvement to enable flourishing for all	✓	
Strategies to develop community and living well together through partnership with families, and relationships with church and the local community	✓	
The legislative framework for a VA school, including governance, curriculum and inspection frameworks and the requirements for statutory assessment		✓
Safeguarding, Equality and Inclusion		
Holding, or willingness to complete, Level 3 Safeguarding qualification	✓	
Show commitment to a safeguarding culture and promoting the welfare of children and an inclusive environment	✓	
Actively draw on the diversity in the school community to enhance learning and support the academic, spiritual and cultural development of all pupils	✓	
Professional Skills		
Ability to inspire, motivate and develop staff and pupils	✓	
Lead collective worship that reflects the Christian identity of the school and supports the spiritual development of pupils and adults	✓	
Lead the development of RE that reflects the context of the school	✓	
Demonstrate exemplary teaching and accurately judge the quality of teaching and learning to improve performance	✓	
Monitor and evaluate the performance of people and policies	✓	
Develop and maintain positive relationships with the Governing Body, external agencies, the Diocese, the Local Authority, and other schools	✓	
Personal Attributes		
Strong communication and interpersonal skills, both spoken and written in a range of contexts	✓	
The ability to inspire confidence, commitment and respect from others	✓	
Commitment to supporting and further developing the Christian identity and vision of the school	✓	

Job Title	Headteacher
Employed By	The Governing Body of St Patrick's Church of England School
Responsible For	All teaching and non-teaching school staff
Pay Range	L7–L13
Teaching Responsibility	0.4 FTE (2 days per week)

Introduction

This job description reflects the Headteachers' Standards 2020. The appointment is subject to the current conditions of employment of headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.

The Teachers' Standards (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built. Headteachers are expected to meet the Teachers' Standards and demonstrate consistently high standards of principled and professional conduct.

Headteachers uphold and demonstrate the Seven Principles of Public Life (the Nolan Principles) at all times: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

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.
- 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.

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.
- Ensure effective use is made of formative assessment.

3. Curriculum & 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 & 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.
- 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.

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 & Accountability

Headteachers:

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships 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.