

Assistant Headteacher for the Early Phase

Recruitment

September 2026





Our Vision

Our children will receive a nurturing and ambitious primary experience, rooted in creative, engaging contexts for learning and our unique local heritage. Our school will offer a broad, rich and inclusive curriculum. In partnership with families, every child will enjoy, achieve and thrive – preparing them for bright futures in the global community.

Our learning journey will ensure that all children:

- Develop a lifelong enthusiasm for learning;
- Are able to overcome disadvantage and barriers to learning;
- Become resilient learners and active citizens;
- Understand how to keep themselves and others safe in the real and virtual world
- Have the confidence to speak out and challenge inequality;
- Feel physically and mentally strong - well prepared for every stage of their lives.



We are seeking a dedicated, proactive leader who is committed to developing the inclusive and nurturing ethos of Saltaire Primary School and values the unique nature of the school and its community.

We are seeking an Assistant Headteacher for the Early Phase who is committed to demonstrating the qualities and skills we expect of our children:



OUR VISION & VALUES



Enjoy

We are Champion Learners, developing the habits for a love of learning. We explore and express our unique selves respectfully.



Achieve

We all work hard every day for academic success. We work with each other for the greater good, reaching beyond individual achievement.



Thrive

We strive to be the best version of ourselves, using our voice to become active citizens. We help ourselves and each other to be physically and mentally safe and strong.



About Saltaire Primary School

Saltaire Primary School is a two-form entry, local authority-maintained community primary school in the UNESCO World Heritage village of Saltaire, near Bradford in West Yorkshire. Saltaire is easily accessible by road and public transport from Bradford, Leeds, and Skipton. Although close to busy urban centres, Saltaire also benefits from easy access to surrounding parks, woodland, and canals, and the Yorkshire Dales and Bronte Country are within easy driving distance.

We serve a diverse community and currently have 417 children on roll. We strive to provide a rich, challenging, and inspiring curriculum and maintain high expectations for all our children. In addition to quality first teaching we provide specific support for children with additional needs through our dedicated inclusion team, of which our school dog Inca is an important member. Our curriculum is enriched by a range of opportunities for learning outside the classroom, making the most of the historic location of our school and providing a diverse range of opportunities for children to develop, including: Crew, our structured personal development programme, our enrichment curriculum SPS Champions University, and a range of day and residential trips.

We are fortunate to benefit from an engaged community of parents and carers that support their children's learning and the wider development of the school. The Friends of Saltaire Primary School (FOSPS) organises a range of exciting, well-attended events throughout the year including discos, fun runs, and a summer fair that provide vital fundraising opportunities that enable us to further invest in the school for the benefit of the children. Our team of dedicated teaching, support, and administrative staff share a commitment to providing positive experiences for our children every day and we seek to ensure that their professional development and wellbeing are attended to in order that we can maintain the nurturing, inclusive, and educationally rich environment that makes Saltaire Primary School so special.



Assistant Headteacher for the Early Phase

Salary: L5 - L8

Starting September 2026

Advert

The Governing Body at Saltaire Primary School are seeking to appoint an inspiring, inclusive, and proactive Assistant Headteacher for the Early Phase who is able to work in partnership with the Senior Leadership Team to maintain the well-established areas of success and distinctive ethos of the school.

About You:

You will be a resilient leader with a passion and appreciation for the different stages of early years and primary education. You will be collegial, communicate effectively, and influence positive change through an understanding of the needs of a diverse school community. You will be dedicated to building positive relationships with pupils, parents and carers, governors, and the wider community of Saltaire Primary School.

In return, we offer:

An established, supportive, professional team who work well together.

A commitment to your continuous professional development.

A well-informed, conscientious, and responsive Governing Body committed to providing support on all matters.

A happy and friendly school, with children who respect each other and have a thirst for learning.

A coaching culture which allows all staff to thrive and develop.

A tour of the school is strongly encouraged. Please contact the school office on 01274 584093 to arrange a tour.

For further details and to apply, go to www.prospectsonline.co.uk

Please note that CVs are not accepted

Closing Date: 5th May 2026

Shortlisting Date: Week Commencing 5th May 2026

Interviews: 18th May 2026

Job Description



Salary: L5 - L8

Hours: Full Time

Contract type: Permanent

Reporting to: The Headteacher

Responsible for: All staff and pupils within the Early Phase

Main Purpose

The assistant headteacher will support the headteacher and deputy headteacher in:

- Providing leadership and management of the school's curriculum, delivering high-quality teaching and effective use of resources. They will work to improve learning standards and achievement for all pupils, while also carrying out their duties as a classroom teacher.
- Contributing to whole-school self-evaluation and school improvement planning, and be responsible for coaching and developing staff. They will offer guidance and support to teaching staff, modelling best practices and showing up-to-date knowledge of current theory and practice.
- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards meeting the school's aims and objectives

Job Description



The assistant headteacher will also have a timetabled teaching commitment of 70% (FTE), complying with the Teachers' Standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated by the headteacher.

School Culture and Behaviour

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Teaching, curriculum and assessment

- Establish and sustain high-quality teaching across subjects and phases, based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum which meets the needs of all learners
- Oversee the use of schemes of work and their delivery, and measure impact on teaching and learning
- Work with other teachers to review the curriculum and make sure there is continuity and progress
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so all pupils are taught to read

Job Description



Additional and special educational needs (SEN) and disabilities

- Promote a culture and practices that enables all pupils to access the curriculum
- Work with the SENCO to develop SEND provision in the Early Years to enable early intervention as part of a graduated approach
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Managing the school

- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Contribute to strategic decision making, to share expertise and insight, and help shape the school's vision
- Set high expectations for all pupils and inspire and motivate staff and pupils to reach and maintain high standards
- Lead staff by setting standards through personal classroom practice, demonstrating different strategies to deliver improved pupil performance
- Provide guidance and support to staff, working in partnership with parents and the community, keeping them informed and involved in pupils' learning
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources

Job Description



Staff Management and Professional development

- Establish short-, medium- and long-term plans for developing and resourcing the curriculum
- Develop the school's approach to assessment within the phase, and lead strategy to improve the quality of teaching and learning
- Take a leading role in inducting new key stage staff and making sure they uphold expected values and teaching standards
- Monitor the quality of teaching and learning within the phase, (e.g. through observations, analysing performance data, etc.)
- Performance manage staff, including carrying out appraisals and holding staff to account for their performance
- Manage staff well with due attention to workload
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs

Governance, accountability and working in partnership

- Work with the governing board as appropriate
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Person Specification



Qualifications and Training

- Holds a degree level qualification or equivalent.
- Qualified Teacher Status (QTS) or other recognised teaching qualification.
- Holds a Professional Qualification or working towards gaining a NPQL.
- Evidence of recent appropriate leadership development training.

Experience

- Experience of raising attainment, setting high expectations and continually raising standards of teaching and learning.
- Experience of developing and improving high quality Early Years provision
- Able to implement a climate of learning which enables the best outcomes for all pupils.
- Experience in successfully delivering high quality continuous professional development which leads to improved practice
- Experience in evaluating and using data to improve pupil outcomes.
- Experience of effectively managing pupils with challenging needs.

Person Specification



Leadership Qualities

- Ability to model and promote the school's ethos and strategic direction
- Ability to champion a culture which is inclusive, supportive, promotes diversity and equality, with ambitious expectations for all pupils.
- Support and promote a culture where SEND and disadvantaged pupils experience a positive and enriching school life regardless of age, ability, aptitude or SEND.
- Is a visible role model with a professional approach that demands excellence, confidence, trust and respect through inspiring and empowering colleagues to succeed.
- Able to model and promote a vision to a wide range of audiences and inspire others.
- Committed to safeguarding, inclusion and promoting the welfare of all stakeholders.
- Able to build good relationships with parents and the local community.

Knowledge and Skills

- Up to date pedagogical knowledge of effective Early Years provision
- Knowledge and application of setting high expectations and monitoring progress to continually raise standards of teaching and learning and outcomes for pupils
- Ability to analyse and interpret comparative data
- Ability to use performance management processes to drive improvement across the school.
- Ability to cooperate with other schools and learn from their practice.
- Commitment and ability to continue to develop the exciting curriculum which is a core feature and strength of our school.

Equal Opportunities Information



Equality

Saltaire Primary School welcomes pupils and staff from a wide range of backgrounds. We believe that their different cultures, talents and life experiences bring richness and vibrancy to school life and help to create an environment that supports us all in learning from each other.

We take seriously our duties to eliminate discrimination, promote equality of opportunity and foster good relations between people of all backgrounds. This duty is set out in the Equality Act of 2010, which covers sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.