



**TAPESTRY
LEARNING
PARTNERSHIP**

JOB OPPORTUNITY

Headteacher

leading inclusive education with passion and SEND expertise

Castle View Primary School, Matlock, Derbyshire

Permanent

Full Time

Leadership Pay Range L9 to L15 (£63,070 to £73,105FTE)

Join us on an exciting journey of inclusion, aspiration and community impact

At Tapestry Learning Partnership, we believe in the transformative power of education. Formed in January 2026 through the merger of QEGSMAT and Djanogly Learning Trust, we united by sharing a moral purpose to ensure every child succeeds and flourishes. We are now seeking an exceptional Headteacher to lead Castle View Primary School and Nursery, a warm, inclusive and ambitious school community where every child matters.

About the Role

This is a unique opportunity to lead a deeply inclusive primary school at the heart of its community. As Headteacher, you will shape the next stage of Castle View's journey, building on its strong values, nurturing its people and ensuring the highest standards of teaching, learning and care.

You will provide clear strategic leadership rooted in moral purpose, inclusion and aspiration, working in close partnership with the Trust, governors, staff, families and the wider community. Your leadership will ensure that every child, regardless of background or need, is empowered to thrive academically, socially and emotionally.

Your responsibilities will include:

- Providing inspirational and visible leadership with integrity and passion
- Setting a clear strategic direction aligned with the school's vision '*Exceeding Expectations, Raising Aspirations*'
- Embedding a culture of inclusion, high expectations and kindness across the school
- Ensuring high quality teaching, learning and curriculum provision from Nursery to Year 6
- Championing SEND, wellbeing and equity so that every child's needs are met successfully
- Working collaboratively with the Trust and wider partners to strengthen outcomes and opportunities
- Building and sustaining a strong, positive school culture where staff feel valued and supported

Who We Are Looking For

We are seeking a Headteacher who:

- Leads with moral purpose, warmth and ambition
- Has a deep commitment to inclusion, SEND and meeting the needs of every child
- Sets consistently high expectations for behaviour, learning and wellbeing
- Believes passionately in developing children's confidence, character and aspirations
- Has the emotional intelligence and presence to unite, motivate and empower staff
- Values strong partnerships with families, governors and the wider community
- Brings resilience, clarity and vision to drive continuous improvement

About Castle View Primary School and Nursery

Castle View Primary School and Nursery is a caring, inclusive school where children are known, valued and celebrated as individuals. We recognise that every child has unique talents and abilities, and we see it as our responsibility to help them discover, develop and believe in these strengths.

Our school is founded on strong relationships, mutual respect and a deep sense of community. We promote kind, well-mannered behaviour and actively teach children to understand and appreciate difference.

Our vision, '*Exceeding Expectations, Raising Aspirations*', underpins everything we do. We aim to ensure that children:

- Achieve highly across a broad and engaging curriculum
- Develop confidence, independence and resilience
- Learn about themselves, others and the world around them
- Are well prepared for future learning and life in a changing world

Castle View is a school where:

- Inclusion and care are at the heart of daily practice
- Children feel safe, supported and inspired to learn
- High aspirations are nurtured from the earliest years
- Staff work collaboratively and are proud of their school
- Partnerships with parents and carers are genuinely valued

Why Join Tapestry?

As part of our Trust, you'll benefit from:

- A strong, supportive network of school leaders
- High-quality professional development and leadership support
- A culture that values wellbeing, balance and professional growth
- Opportunities to shape and influence education across the Trust
- Access to a range of employee benefits designed to promote health and wellbeing

This is a rare opportunity to lead a school where community, inclusion and ambition come together to make a real difference to children's lives.

Tapestry Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found at: [Tapestry Learning Partnership](#)

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role, or would like to visit the school, we would be happy to arrange this. Please contact Sharon Taylor, Executive Assistant, on s.taylor@tapestrylearningpartnership.org or 01335 340830, extension 10782.

Further details about our school can be found on our website: <https://www.castleviewmatlock.com>

To apply for this position, please visit our careers page via our website: [Tapestry Learning Partnership](#)

Closing date for applications:	3 rd May 2026
Interview date:	To be confirmed
Potential Start date:	September 2026

JOB DESCRIPTION

Post Title:	Headteacher
Reporting to:	Director of Education
Grade:	Leadership Pay Scale
Disclosure Level:	Child Workforce - Enhanced, Children's Barred List

Purpose of the Post

- Responsible for curriculum provision in the school
- Lead on the quality of teaching and learning
- Lead on improving communication with parents and carers
- Organise and oversee interventions and monitor their impact
- Lead on the use of the Pupil Premium
- Develop effective links with stakeholders
- Responsible for the induction and development of staff, students and volunteers

Key Duties and Responsibilities

Main Duties

1, School Culture

- Establish and sustain the school's ethos and strategic direction in partnership with the Trust, and through consultation with local governors and 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

- 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 and Assessment

- 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 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

- 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 (SEND)

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain a 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

- 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

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding and health and safety, 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

- 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

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local and wider 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

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

The post holder is expected to:

- Maintain strict confidentiality and adhere to data protection legislation and associated Trust policies at all times.
- Demonstrate a clear understanding of, and commitment to, safeguarding and child protection, maintaining an awareness of relevant procedures and responsibilities.
- Comply with the Trust's Health and Safety Policy and ensure safe working practices in the performance of all duties.
- Uphold and promote the principles of the Trust's Equal Opportunities Policy in all aspects of the role.
- Adhere to all other relevant Trust and school policies and procedures.
- Undertake any training and professional development necessary to effectively carry out the duties of the post.
- Perform any other reasonable duties commensurate with the level and responsibilities of the role, as required by the Trust.

Person Specification

Tapestry Learning Partnership is seeking a passionate & dynamic leader with the following attributes:

- Strong, quantified record of achievement within primary education
- Significant leadership and management experience with a participative and inclusive style
- Student-centred, with a strong drive to improve the life-chances and educational outcomes of young people
- Significant experience in raising (or maintaining) high academic achievement and attainment with a commitment to equality, diversity and inclusivity
- Highly developed interpersonal skills with an ability to engage effectively with a wide range of stakeholders
- The ability to seek out opportunities and manage projects

Post requirements	Essential	Desirable	Evidence and Assessment
Qualifications			
Degree or equivalent	✓		Application form, certificates
UK Recognised Teaching Qualification and QTS	✓		Application form, certificates
Postgraduate qualification	✓		Application form, certificates
Possession of NPQH		✓	Application form, certificates
Knowledge and experience			
At least 3 years successful, quantified senior management & leadership experience in a school	✓		Application form, personal statement, current school/college results, references
Understanding of current developments in the education sector	✓		Personal statement, assessment process
Direct experience of strategic planning and managing budgets	✓		Application form, personal statement, current school/college results, references, assessment process
Experience of developing successful relationships with external organisations	✓		Application form, personal statement, current school/college results, references, assessment process
Experienced in successfully representing and promoting an institution to a variety of external groups and committees	✓		Application form, personal statement, current school/college results, references, assessment process
Experienced in developing good relationships with Governors, the wider stakeholder community and external media	✓		Application form, personal statement, current school/college results, references, assessment process
Experienced in successfully managing the external inspection process.	✓		Application form, personal statement, current school/college results, references, assessment process

Committed to continuous personal development			
Personal skills and qualities			
Inspirational people leadership and teambuilding skills, combined with sound judgement & effective problem-solving at a whole-school level	✓		Application form, personal statement, current school/college results, references, assessment process
Drive and determination to ensure the implementation of strategic plans and priorities	✓		Application form, personal statement, current school/college results, references, assessment process
Ability to present persuasively, effectively, compellingly, inclusively and motivationally to a variety of audiences	✓		Application form, personal statement, current school/college results, references, assessment process
An open, but creative, inspirational and decisive management style	✓		Application form, personal statement, current school/college results, references, assessment process
Ability to develop effective social and work networks, with a wide-ranging remit	✓		Application form, personal statement, current school/college results, references, assessment process
Ability to effectively delegate, prioritise, organise and manage the performance of others, including tackling underperformance & rewarding merit	✓		Application form, personal statement, current school/college results, references, assessment process
A clear and compelling moral purpose and the ability to communicate this to all stakeholders	✓		Application form, personal statement, current school/college results, references, assessment process
Specific Skills			
Ability to translate skills, experience and knowledge to the specific context of Springfield Junior School		✓	Application form, personal statement, current school/college results, references, assessment process
Curriculum design		✓	Application form, personal statement, current school/college results, references, assessment process
Outstanding teaching and learning	✓		Application form, personal statement, current school/college results, references, assessment process
Maximising pupil progress	✓		Application form, personal statement, current school/college results, references, assessment process

Highly effective data systems	✓		Application form, personal statement, current school/college results, references, assessment process
Pastoral care, guidance and support	✓		Application form, personal statement, current school/college results, references, assessment process
Developing leadership in others	✓		Application form, personal statement, current school/college results, references, assessment process
Working across phases and in partnership with other schools		✓	Application form, personal statement, current school/college results, references, assessment process
Stakeholder involvement and engagement		✓	Application form, personal statement, current school/college results, references, assessment process
Work related requirements			
Clear enhanced DBS check	✓		DBS check Application papers
Full, unrestricted UK driving licence (a limited number of penalty points is acceptable provided the ability to drive is not restricted)	✓		Sight of original, current, driving licence