



GREENLEAS LOWER SCHOOL

Executive Headteacher Recruitment Pack

Autumn Term 2026

CONTENTS

Welcome from the governors	3
Our school / Our strategic context	4
Letter from the headteacher	5
Key facts & statistics	6
Our new executive headteacher	7
What we can offer	8
Job description	9
Person specification	12
Application process	14
Important information	15

WELCOME FROM THE GOVERNORS

Dear Applicant,

Thank you for your interest in the position of Executive Headteacher at Greenleas Lower School. On behalf of the Governing Body, staff, and pupils, we are delighted to welcome you to our recruitment process and introduce you to our vibrant, inclusive school community.

This vacancy has arisen due to the retirement of our long-serving and highly respected Headteacher, Rebecca Clarke. For the past two decades, Greenleas has been shaped by her extraordinary dedication. Her journey with us—progressing from Midday Supervisor to Headteacher in 2014—perfectly embodies the culture of growth and belief in people that defines our school. Under her leadership, our school has flourished, establishing a firmly rooted, family-centric ethos with children and the community at the heart of everything we do.

At Greenleas, our vision is to provide a nurturing environment where every child achieves their potential and has the opportunity to thrive academically, socially, and emotionally. We pride ourselves on being a welcoming and happy school, supported by a dedicated team of teachers, support staff, and a committed, proactive Governing Body.

Greenleas is one school operating across two sites, and the scale and complexity of this model require a leader who can combine clear strategic oversight with visible and approachable leadership across both communities.

As we look to the future, we are seeking an inspirational, visionary leader to take the baton and guide us through our next chapter of evolution. We know there are shifts on the horizon for education in Central Bedfordshire, and we are looking for a constructive strategic partner to navigate them with us. We want to appoint a compassionate, approachable, and assured leader who will work transparently with the Board to drive our strategic vision, while fiercely protecting the nurturing ethos that makes Greenleas so special. You should possess the excellent communication skills required to motivate our staff, engage parents, and empower our pupils. In return, the Governing Body is fully committed to supporting your professional development, workload management, and personal wellbeing.

We warmly encourage you to visit our school to see our pupils and staff at work prior to submitting your application.

Thank you once again for your interest in leading our school. We look forward to receiving your application and discovering how your vision can help shape the future of Greenleas Lower School.

Yours sincerely,

James Emm and Gemma Kintas,
Co-Chairs of Greenleas Lower School

A background image showing children in a garden setting. On the left, a boy is looking down. On the right, a girl is looking down at something in her hands. The image is slightly blurred and has a green tint.

OUR SCHOOL

Greenleas is a thriving, four-form-entry school serving families across two sites in Leighton Buzzard. Both our Kestrel Way and Derwent Road sites provide education from pre-school through Early Years, Key Stage 1 and lower Key Stage 2. Although geographically separate, we are proudly one school, with a shared curriculum, policies, professional development and commitment to our children and community.

We enjoy an excellent reputation in the local education community, with strong links to the local middle schools to which our pupils progress. Our Early Years provision is a particular strength, and our children consistently achieve strong outcomes.

What perhaps matters most to us, however, cannot be captured by outcomes alone.

Greenleas is a **nurturing, values-led school with a genuine family feel**. We know our children well and care deeply about the people they become. Our values-based approach reflects our conviction that helping children to grow into thoughtful, responsible people matters just as much as supporting them to achieve academically. This commitment is reflected in our values-based accreditation and in the way relationships, behaviour and care are approached throughout the school.

Our staff share that philosophy. We have low staff turnover, many long-serving colleagues and a strongly collaborative culture in which people support one another and contribute ideas. Both our curriculum and professional development bring colleagues together across the sites, while established teams at each location enable staff to build meaningful relationships with children and families.

OUR STRATEGIC CONTEXT

Greenleas is entering an important period in its development. We are proud of our strong foundations, while recognising that our next Executive Headteacher will need to lead thoughtfully and decisively through a changing educational and financial landscape.

Pupil numbers differ across our two sites. Kestrel Way continues to experience strong demand, while falling rolls at Derwent Road are creating financial pressures across the school's single, combined budget. Our next leader will need to work with governors and senior leaders to develop a sustainable long-term approach while protecting the quality of education, inclusion and wellbeing of pupils and staff.

On our horizon are potential changes to the future structure of education in Central Bedfordshire. Any eventual move from a three-tier to a two-tier system would have significant implications for curriculum, staffing, accommodation and finance. Although the timing remains uncertain, Greenleas must be prepared to respond strategically.

Alongside this, the school will need to remain informed and open-minded about future partnerships and structural options, including academisation, evaluating any proposals carefully against the best interests of pupils, staff and the wider school community.

These are substantial strategic opportunities for our successful candidate, who will inherit a well-regarded school with experienced staff and strong community support, together with genuine scope to shape a sustainable and ambitious future.

LETTER FROM THE HEADTEACHER

Dear Applicant,

Thank you for your interest in the headship of our unique and vibrant school.

I have been fortunate enough to build my career here over the past 20 years; starting as a Midday Supervisor and progressing through many roles before becoming Head Teacher in 2014. Within that time, Greenleas has grown from being a two-form entry lower school on the edge of town to a four-form entry lower school on two sites which serves the ever-expanding and changing population of Leighton Buzzard. We have always been pioneering, and without the vision and ambition of our strong governing board, delivered by a team of collaborative and devoted staff, none of the above would have been possible. Our children are our greatest asset, and our entire staff team shares the aim of meeting each child where they are, and supporting them to become everything they can be.

We are a strong educational team with high expectations of all our learners, for whom we seek quality experiences and excellent provision, facilitating high outcomes. With four teachers in each year-group we have built collaborative and supportive teams with a body of knowledge and experience, leading to low staff turnover, high creativity and an aptitude for joint problem solving. There is a strong culture of collaboration, professional growth and mutual support, where innovation is encouraged and success is celebrated. Our SLT is highly experienced providing a rich forum for discussion and decision-making.

Greenleas is known for its nurturing ethos, and prospective parents often comment on our calm environment, ample green spaces and neutral learning environment. Over the years we have built a strong reputation for inclusion, working with our families to understand and support all of our children to become resilient and independent learners ready to make a positive contribution to the world. As a natural extension of our inclusive outlook we are currently developing our inclusion hubs so that our children with SEND or other barriers can flourish through access to an adapted curriculum whenever they need.

The wellbeing of our children and staff is core to the work of the school, and I am sure you will notice the mutual care and respect our stakeholders have for each other, and our shared sense of purpose and belonging. We believe that children who feel safe are ready to learn, and our personal development curriculum and Values Based Education contribute to their development as constructive members of society.

Being Greenleas' Head Teacher has been a full, challenging, and rewarding experience which I would relive in a heartbeat. I feel extremely lucky to have been part of a team that has touched and changed so many lives, by opening the door to a lifetime of learning.

If you are looking for a school where you can lead with vision, creativity and heart, as part of a collaborative local learning community and with the support of an experienced and nurturing team, then Greenleas is the place for you.

With very best wishes,

Rebecca Clarke

GREENLEAS LOWER SCHOOL

Type of school:

**Community
school**

Age range:

**2-9 Yrs
Preschool-Year 4**



Location:

**Leighton Buzzard,
Bedfordshire**

Derwent Road, LU7 2AB &
Kestrel Way, LU7 4WZ



Good
Feb 2024

Quality of education:

Good

Behaviour and attitudes:

Good

Personal development:

Good

Leadership and management:

Good

Early years provision:

Good

Number
on roll:

536 in R-Y4

99 in preschool & nursery



EAL
11%

SEND
15%

FSM
9%

Pupil
Premium
6.3%

Attendance
96.6%

OUR NEW EXECUTIVE HEADTEACHER

The title of Executive Headteacher reflects the scale and complexity of Greenleas. The successful candidate will provide strategic leadership for the whole school, ensuring that Derwent Road and Kestrel Way operate with a shared vision, consistently high expectations and a sustainable approach to staffing, finance and resources.

This is not, however, a remote or strategy-only role. Governors, staff and parents want an Executive Headteacher who is visible, approachable and meaningfully involved in the life of both sites. You will know our children and staff, build trusted relationships with families and maintain an informed understanding of day-to-day school life.

We are seeking a new leader who will:

- develop a clear and sustainable direction for Greenleas as one school across two sites;
- respond strategically to changing pupil numbers and the associated financial pressures;
- drive for continuous improvement, building on our strengths to ensure they are shared consistently throughout the school;
- continue to develop SEND and inclusive provision, including the inclusion hubs operating at both sites;
- prepare the school for possible changes to the structure of education in Central Bedfordshire;
- remain informed and open-minded about future partnerships and structural options;
- develop leadership capacity and maintain a cohesive culture across two established staff communities;
- manage the transition from a long-serving Headteacher with empathy, clarity and appropriate pace; and
- work openly and constructively with the Governing Board.

You will inherit many strengths, including committed and collaborative staff, experienced senior leaders, strong Early Years provision and a community that cares deeply about its school. You will also encounter complex decisions that require resilience, creativity and confidence.

We are seeking an experienced and steady leader who can preserve the best of Greenleas while shaping an ambitious and sustainable future.

WHAT WE CAN OFFER

Greenleas represents a rare opportunity to lead a large, successful school with an established reputation and strong foundations, while having genuine scope to shape its next chapter. Professionally, the scale and complexity of Greenleas make this a particularly attractive next step for an established leader. As a Group 4 school operating across two sites, it offers experience and strategic scope beyond that of many traditional primary headships.

You will not be starting alone.

Our leadership structure includes two experienced Deputy Headteachers, each ordinarily providing day-to-day leadership at one of our sites while contributing to the leadership of Greenleas as a whole. They are supported by site-based phase leaders and SENCOs, alongside established middle leadership and a School Business Manager who works across both locations.

Although most staff are primarily based at one site, teams collaborate through shared curriculum planning, policies and professional development. The Executive Headteacher will be responsible for ensuring that this structure supports a genuinely cohesive whole-school culture, while enabling each site to respond effectively to its own community.

Our recently strengthened and streamlined Governing Board is committed to an open and constructive relationship with the Executive Headteacher. Governors will provide support and appropriate challenge, and expect transparent communication, timely discussion of emerging risks and a shared commitment to the school's long-term interests.

Beyond Greenleas, Leighton Buzzard's headteachers have a collegiate local network and meet through the local learning community. You will also have access to a school improvement adviser, local-authority support and leadership supervision arrangements.

We can offer:

- a school with an excellent reputation and strong foundations;
- friendly, engaging children who are at the heart of school life;
- a nurturing, values-led culture;
- dedicated, experienced and collaborative staff;
- knowledgeable senior leaders;
- active and engaged parent communities;
- genuine scope to shape the future of a substantial school;
- the professional challenge and opportunity of leading across two sites.

JOB DESCRIPTION

Main purpose

The executive headteacher has overall responsibility for providing leadership to the school to secure success and continuous improvement, ensuring high-quality education for all our pupils and improved standards of teaching, and learning in line with statutory requirements.

As the executive headteacher you will lead across two sites, Derwent Road and Kestrel Way, which make up Greenleas School. You will build upon the strengths of the school, to establish a sustainable vision for the future, focused on strong collaboration and continuity of education, for all stakeholders.

The executive headteacher has overall responsibility for leading strategic development and school improvement, finance, governance, recruitment, contracts and tenders, policy review, and ensuring the school effectively and efficiently operates within the required regulatory frameworks, meeting all statutory duties.

To gain this success, the executive headteacher must:

- Demonstrate consistently high standards of principled and professional conduct both within and outside the school.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Always serve in the best interests of the school's pupils.
- Establish high-quality education by effectively managing teaching and learning to realise the potential of all pupils.
- Forge a compelling vision, to guide the school to the next stage of its development.
- Develop a strategy with our community and other schools to provide clear educational pathways for our pupils as they grow older.
- Ensure operational compliance with all statutory duties.
- Ensure sustainable growth and financial security for the school.

Key responsibilities:

- Have ultimate responsibility for child protection and safeguarding, ensuring the safety of all pupils and staff.
- Understand, contribute to, and promote, the school's vision and values through personal work and teaching practice.
- Secure the understanding and commitment of all members of the school community to the direction of travel and particularly those holding posts of responsibility.
- Work with colleagues to promote creativity, innovation and appropriate use of technologies to achieve excellence.
- Develop and implement the agreed School Improvement and Development Plans.
- Ensure that curriculum intent and implementation is of the highest possible standard and leads to strong outcomes for all pupils.
- Oversee the operational efficiency, effectiveness and safety of the school on a day-to-day basis, including arrangements for behaviour, safeguarding, SEND and vulnerable learners.

Leading teaching and learning:

- Lead and manage the curriculum in line with school policies and relevant national guidance.
- Promote the development of teaching methods which enable effective learning by all.
- Establish efficient staff timetabling to ensure curriculum requirements are met.
- Ensure the progress of pupils is monitored, recorded and reported to parents and others who have a right to know.
- Develop and implement a whole-school policy for pupil support and wellbeing, underpinned by effective structures and practices.
- Ensure the implementation of strategic policies of the school.
- Model exceptional teaching practice through personal classroom delivery, as appropriate.

Health and safety:

- Oversee the development and implementation of policies and procedures relating to child protection, health and safety, confidentiality, security, data protection; and ensure that all concerns are recorded and reported appropriately.
- Lead a culture that prioritises the safety and wellbeing of pupils and staff.
- Lead behaviour systems that foster a safe, respectful and productive learning environment.

Management of resources and communication:

- Oversee school budget and finances, ensuring robust procedures for financial management and accountability.
- Implement policies for the procurement, use and protection of all resources, including teaching material, equipment and accommodation.
- Establish clear and effective communication across staff teams and with all stakeholders.
- Consult and communicate with parents about the school and the progress of their children, in particular by arranging regular meetings between parents and teachers.
- Ensure that the range, quality and use of available resources is monitored, evaluated and reviewed to improve the quality of education for all children and provide value for money.

Working with colleagues and professional development:

- Build and maintain effective working relationships with staff, parents, the Local Authority, other educational settings, and the wider community, and representatives of external agencies with rights to operate in relation to the school.
- Lead on the recruitment, selection, appointment and professional development of teaching and support staff.
- Lead and ensure effective appraisal processes for all staff in line with the school's policies
- Undertake ongoing professional development to enhance leadership and performance.

Additional notes:

- The headteacher is expected to operate within the parameters of the [National Standards of Excellence for Headteachers](#) and [School Teachers' Pay and Conditions Document \(STPCD\)](#) and CBC's contractual and financial frameworks.
- The role is defined as Regulated Activity and subject to an enhanced DBS, children's barred list check and satisfactory references.
- The duties listed are not an exhaustive list of requirements. The specific nature and balance of responsibilities will vary according to the needs of the school.
- This job description will be reviewed annually as part of the performance management programme.
- The executive headteacher will have access to a range of professional development, including conferences, networks and appropriate training.

Person Specification

To be considered for shortlisting, candidates must clearly demonstrate how they meet the criteria outlined in the Person Specification below.

- Please structure your supporting statement using the **STAR format** (Situation, Task, Action, Result) to provide **clear, evidence-based examples of experience and impact**.
- If shortlisted, we will assess additional aspects of school leadership - including alignment with the **Headteacher Standards (2020)** and the **specific needs of our school** - through a series of tasks and a formal interview during the assessment day.

Qualifications, knowledge and experience	Application stage	Interview stage
Degree and qualified teacher status	◦	
Recent successful leadership experience as a Headteacher or Deputy Headteacher.	◦	
Recent training and development for school leadership (e.g. NPQH or equivalent)	◦	
Knowledge and understanding of current legislation, guidance and best practice for safeguarding and child protection	◦	◦
Safer recruitment trained	◦	
Strategic Leadership and School improvement	Application stage	Interview stage
Clear commitment to safeguarding, promoting health and safety and the wellbeing of children and staff	◦	◦
Can establish and sustain a culture of high expectations and professional integrity, ensuring all staff are accountable for their contributions		◦
Sets and upholds high expectations for all pupils - academically, personally, and socially - ensuring they thrive in school and beyond	◦	◦
Committed to prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school	◦	◦
Successful track record of developing staff through effective performance management		◦
Has had active involvement in effective school self-evaluation and development planning	◦	◦
Demonstrates leadership in analysing key data to shape and implement impactful, evidence-based school improvement strategies		◦
Has had responsibility for whole school policy development and implementation	◦	◦
Successful experience of leading significant change while maintaining trust, stability and educational quality	◦	◦
Experience of implementing strategies to reduce staff workload and improve staff retention		◦

Teaching, learning & curriculum	Application stage	Interview stage
Experience of designing and implementing a broad, balanced and inclusive curriculum, with assessment strategies that support progress for all learners		◦
Deep understanding of high-quality teaching and learning across the primary phase		◦
Absolute commitment to inclusion and high expectations for all pupils, underpinned by knowledge and experience of supporting children with SEND, disadvantaged pupils, and higher attainers	◦	◦
Understands the needs of children with challenging behaviours and able to develop strategies to successfully manage this		◦
Experience of aligning staff expertise with pupil needs to deliver effective outcomes		◦
Understands the strategic role of technology in teaching and learning and experience of embedding edtech to improve outcomes		◦
Accountability, Governance & Working in partnership	Application stage	Interview stage
Experience of managing school finances effectively, understanding their contribution to school development and pupil outcomes	◦	◦
Able to assimilate and manage financial and other data to achieve sound financial decision-making		◦
Proven ability to maintain strong relationships across diverse stakeholders, including governors, partners, and the wider community	◦	◦
Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility		◦
Demonstrates ability to engage positively with parents, carers, and the wider community to support pupil outcomes		◦
Personal Qualities/ Ethics and professional conduct	Application stage	Interview stage
Demonstrates passion for education, coupled with high levels of integrity and emotional intelligence		◦
Demonstrates resilience and composure under pressure, maintaining clarity of thought and effective decision-making		◦
Excellent communication and interpersonal skills, including written communication	◦	◦
Demonstrates a commitment to promoting equality, diversity and inclusion across all aspects of school life		◦
Visible and approachable, with empathy and a genuine enthusiasm for engaging and inspiring children and colleagues		◦
Adaptable leadership style, 'hands on' when required, balanced with knowing when to delegate		◦
Demonstrates consistently high standards of principled and professional conduct both within and outside school, upholding fundamental British values and the Seven Principles of Public Life at all times		◦

APPLICATION PROCESS

How to apply

This recruitment is managed by HFL Education, in line with the latest guidance on safer recruitment. Please apply on either Teach in Herts or My New Term, using the standard online application form. CVs will not be considered. Should you need support, please contact leadership.recruitment@hfleducation.org. Please ask us if you require information about this vacancy in an alternative format.

Application form

Applicants must use the standard application form provided (CVs are not accepted). Please complete all aspects of the form fully. Include your full work history, explaining any gaps since leaving school education, and include any relevant training you have completed, particularly those in recent years which have helped to prepare you for headship.

Person specification and personal statement

When writing your personal statement, it is important you address each of the requirements in the person specification. Be sure to evidence additional aspects such as training and qualifications together with your background and experience.

You should use the **STAR format** (Situation, Task, Action, Result) to provide **clear, evidence-based examples of experience and impact**.

References

In line with safer recruitment guidance, we normally request references after shortlisting. Please make sure your referees are aware of your application and are able to provide a swift turn around if needed. Preferred referees are your last two employers, and you should provide their official organisation email address for us to contact. One referee will be your last Headteacher or Chair of Governors.

IMPORTANT INFORMATION

Pay range:	L14-L27 (£73,827 - £100, 536)
Start date:	April 2027
Closing date:	Wednesday 25 th November
Shortlisting date:	Wednesday 2 nd December
Interview date:	Wednesday 9 th December
To discuss the role:	Please contact Co-Chairs of Governors, Gemma Kincaid and James Emm on cog@greenleas.net
Visits to the school:	To make an appointment, please contact Alexia Cook on 01525 371735/ 385356 office@greenleas.net
School website:	www.greenleas.net

Greenleas Lower School
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Kestrel Way, Leighton Buzzard, Bedfordshire LU7 4WZ
01525 371735/ 385356
office@greenleas.net
www.greenleas.net

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Appointment to this post is subject to an enhanced Disclosure and Barring Service check as well as other pre-appointment checks as outlined in Keeping Children Safe in Education.

To help us meet our high standards and aspirations of a fully diverse and inclusive workplace, we strongly encourage suitably qualified applicants from all backgrounds to apply and join us.