

Ancaster Church of England Primary School Headteacher Recruitment Pack



What type of person are we looking for?



“Somebody that is nice, approachable, giving and fair. A focussed individual that is eager to make the school the best place to be in. Our new headteacher should be kind and trustworthy with an open door so that we can go to them if we need anything”

Year 6 pupils

“Somebody that is fun and enthusiastic. Somebody that is good at listening to our ideas as we will listen to theirs. A kind individual, that will make you feel better and offer reassurance if needed”

Year 5 pupils

“We hope they would be able to challenge us all to make us brilliant learners and pupils - really good at delivering collective worships and be able to celebrate as a school when good things happen”

Year 3 pupils



“A person that is committed to inclusivity and providing strong mental health and well-being support for pupils and staff. A good team member with strong leadership skills, a cheerful outlook and able to work collaboratively”

Member of staff



Our Church School Vision and Guiding Lights

Our Church School Vision statement exemplifies our core Christian values of Wisdom, Courage and Respect and provides detail about who we are and what we currently do, whilst being future focused and helping to develop the strategic direction of the school and the work we will undertake over the coming years. In 2022 we re-developed our Church School Vision Statement to be the following:



We have selected four 'Guiding Lights' which allow us to ensure our vision is rooted in the work we undertake. These guiding lights are central to everything we do across the school and our policies, systems and processes are shaped by them as we look through each lens to improve and develop the school further. Our four Guiding Lights are:

Inclusivity

Exploration

Empowerment

Values-Led

Our core school values

Our core school values succinctly represent who we are and what we stand for as the local village primary school, but also as a school that is proud of our church school heritage and identity. As such, the new core values developed in early 2022 are rooted in Christian teaching and faith and are our guiding light to represent and reflect the school as we move forward together. Developed by the staff, governors and children our core school values are:



We have chosen each value as we believe that they demonstrate Ancaster at this current time and will help current and future generations of our school to be the best that they can be.

Wisdom was chosen for our belief that our core purpose is to encourage everyone to flourish in every aspect of their life and being wise moves firmly beyond the academic. It demonstrates our desire to provide an excellent curriculum that supports learners in their social, emotional aspects of life as well as their academic education.

We believe that Courage is needed in a variety of situations throughout life and to be courageous, even when we least feel like it, we will then be able to overcome a problem, situation or new experience. We will develop and nurture everyone in our care to channel their courage and proactively be bold enough to make the most of every opportunity.

Respect was chosen as our school is, and always has been, built upon high levels of mutual respect from every member of the community. We develop effective relationships and give respect and expect respect from all stakeholders and work hard to ensure that this value is interwoven into all aspects of school life.

Welcome from the Chair of Governors

Dear Applicant,

We are delighted that you are interested in the position of Headteacher at Ancaster Church of England Primary School.

Our current Headteacher leaves us to take up a fantastic opportunity in a MAT, so we are looking to appoint a passionate and inspirational person who can continue the excellent work that has been achieved at Ancaster Church of England Primary School in the past years.

Our staff are caring, professional and dedicated, and make the school environment feel like being part of a family. We have enthusiastic children who really lean into our values of courage, wisdom and respect to ensure we have an inclusive learning environment for all. Our parents, carers and grandparents are very supportive, and we are lucky to have great connections with our village.

Our collaborative governing body works exceptionally well as a team, offering challenge and support for the Headteacher and staff.

Our Christian values underpin every element of school life, so we are seeking someone who will embody those values, ensuring everyone can be the best that they can be.

If you are looking to be part of a school which has grown and developed over the past ten years, and want to work with children, staff and governors who are excited and enthusiastic about this ongoing journey, then we look forward to receiving your application and meeting you in school.

On behalf of the Governing Body

Dr Joanna Entwistle

Chair of Governors

Our school



We are a growing school based on the outskirts of Grantham with pupils aged between 4 and 11 years old (Reception to Year 6) all taught in single age groups. We are proud to be an inclusive school that is able to offer a bespoke learning experience allowing for all children's progress, and well-being, to be carefully supported.

Our staff team is talented, dedicated and committed to developing the skills, knowledge and understanding which will enable children to enjoy learning, achieve their very best and become contented and fulfilled young people.

Ours is a happy school, where children feel safe and secure. We believe that Ancaster is a special place where children flourish, strive to be the best they can be, enjoy their education and make incredible progress.

After school clubs and activities

Each Term we offer a range of clubs for pupils of different ages. This changes according to the season and pupil interest, staff availability and external providers such as sports coaches. We are very proud of the wide range of clubs we offer in which there are consistently over 130 places for clubs each term. This is a key component of our Enrichment Offer which underpins our wider curriculum.

Wrap around care

Our on-site Breakfast and After School Club is run by the friendly, caring and supportive staff of Ancaster Village Nursery. Cosy zones and a variety of exciting activities to choose from enable the children to relax and enjoy their free time, stimulating their brains with breakfast available in the morning and unwinding from the busy school day in the evening, with delicious cooked teas too!



Pupil leadership

At Ancaster, we believe that every child should be given the opportunity to develop their leadership skills in as many ways as possible. As such, all children are given the chance to apply or be nominated in one of the many ways they have their right to have their voices heard and realise their own Power to Change.

- School Council
- Mini Police
- Playground Leaders
- Team Leaders



Church school distinctiveness



As a Church of England Primary School, we have strong links with the church, and our village church especially. We undertake class visits as well as hold many of our celebration events inside the church. Our Christian faith underpins the school values we have set and throughout our work within RE sessions as well as collective worship we continue to make links. Our school makes as many links with Spiritual, Moral, Social and Cultural learning opportunities as possible and we have adapted our curriculum to ensure our children are taught these incredibly vital skills for learning and life.



JOB DESCRIPTION & PERSON SPECIFICATION

Director Area: Schools	Job Ref Number:
Service Area: Ancaster Church of England Primary School	Grade: L14-L20
Job Title: Headteacher	
<p>PURPOSE OF JOB:</p> <p>Duties</p> <p>This job description is subject to the general conditions of service for a Headteacher as set out in the current School Teachers Pay and Conditions Document. This job description is based on the National Standards of Excellence for Head Teachers (2020). The job description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties. This job description is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the school.</p> <p>Main Purpose</p> <p>The Headteacher will provide professional leadership, vision and strategic direction for the school in order to maintain and develop the school's Christian ethos which enables pupils and teachers to achieve effective learning. The Headteacher will ensure that the school's aims and objectives are implemented in accordance with the policies of the governing body and national and local education strategy.</p>	
MAIN DUTIES:	
1.	<p>School culture</p> <ul style="list-style-type: none"> • establish and sustain the 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 both school communities and a safe, orderly and inclusive environment

	<ul style="list-style-type: none"> • ensure a culture of high staff professionalism
2.	Teaching <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 local authority, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
7	Organisational management <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 • ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
9	Working in partnership <ul style="list-style-type: none"> • forge constructive relationships, working in partnership with parents, carers and the local community • commit 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 <ul style="list-style-type: none"> 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
----	---

PERSON SPECIFICATION

Selection decisions will be based on the criteria outlined below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met. When completing your application, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criterion through reference to your work or relevant experience. These criteria will be assessed using evidence from your application form, formal interview, interview tasks and references.

Requirements	Essential	Desirable
Qualified Teacher Status (QTS)	X	
A proven track record of successful senior leadership experience within a primary school	X	
Willingness / ability to be listed as Reserved Teacher	X	
Evidence of proactively pursuing continued professional development and being a lifelong learner	X	
Experience across the whole primary provision including the Foundation Stage	X	
NPQH		X
Experience of working with church schools		X
Current safeguarding training	X	

Enhanced DBS clearance	X	
Ability to demonstrate commitment to safeguarding and promoting the welfare of children	X	
Having fully supportive references	X	
Evidence of actively maintaining a safe and well-ordered school environment	X	
Current safer recruitment training		X
Have an excellent understanding of the primary curriculum across all Key Stages including the EYFS	X	
Ability to articulate a clear vision of how to take the school forward, building upon existing strengths and taking all members of the school community with them	X	
Lead by example with integrity, inspiration, resilience and creativity; drawing on their own experience and skills of staff and governors	X	
A commitment to embrace the school's distinctive ethos and continue to embed its values	X	
A person who understands the distinctive nature of a Church School	X	
Able to manage own workload and that of others to allow an appropriate work/life balance with the support of the senior leadership team and governors	X	
Ability to continue and further develop the wider curriculum in order to nurture the "whole child"	X	
Ability to provide constructive feedback to staff and children that promotes next step development whilst recognising achievement	X	
Clear understanding of the SEN Code of Practice and proven experience of supporting children in overcoming barriers to learning	X	
A person who will play a key part in the spiritual development of the school and wider community	X	X
Evidence of creating a culture which enables the personal, social and emotional development of each child in order to optimise learning potential	X	
A commitment to respond to the voice of the child.	X	

Committed to aspirational educational standards for all pupils and staff	X	
Demonstrates the ability to be inspiring and motivating and meeting the needs of the community	X	
Evidence of identifying and developing emerging talent and leadership ability	X	
Values mutual support and respect, fostering strong working relationships and building an effective team	X	
Abreast of the latest educational developments and research	X	
Evidence of understanding the impact of budgets, resources and financial planning on school sustainability.	X	
A proven track record of building positive relationships with all members of the school community.	X	
A commitment to promote diversity, equality and inclusivity	X	
A commitment to proactively foster parental engagement	X	
Able to maintain and develop opportunities for partnerships with parents, other schools, local churches and other community groups	X	
Evidence of encouraging the personal and professional development of all staff	X	
Able to build upon our last OFSTED inspection outcomes	X	
Welcomes support and challenge from the Governing Body and actively supports the governors to deliver their functions effectively	X	
Experience of a SIAMS inspection at leadership level		X
Experience of an OFSTED inspection at leadership level		X
Reflective - able to build on the current strengths of the school	X	
Be approachable and accessible	X	
Be an excellent communicator and have strong interpersonal skills (written, verbal and aural) and resilience to engage the school community	X	

General - The postholder is expected to work to carry out the duties in accordance with the school's policies and procedures.

Other Duties - The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder.

Safeguarding - All employees need to be aware of the possible abuse of children and vulnerable adults and if you are concerned you need to follow the Lincolnshire County Council Safeguarding Policy. In addition employees working with children and vulnerable adults have a responsibility to safeguard and promote the welfare of children and vulnerable adults during the course of their work.