



Striving For Excellence, Caring For All
Within a loving and caring Christian environment

Bourne Abbey Church of England Primary Academy



Headteacher Recruitment Pack

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

*"Do all the good you can, by all the means you can, in all the ways you can,
in all the places you can, at all the times you can, to all the people you can,
as long as you ever can."*

John Wesley



Contents

3	Letter from the Chair of Trustees
4	Important information
5	What we like about our school
6	Our School Prayer
7	About Abbey Academies Trust
8	Person Specification
11	Job Description
15	Privacy notice for job applicants





Letter from the Chair of Trustees

Dear Applicant,

Trustees and Governors thank you for your interest in the role of Headteacher at Bourne Abbey CofE Primary Academy.

Our Head of School has moved on and we believe that this is an exciting opportunity for his successor. We offer a warm, caring and welcoming environment with committed staff, engaged parents and carers, encouraging Trustees and Governors and, most of all, receptive children who want to learn and succeed.

Trustees and Governors are seeking to appoint a dynamic Headteacher, who will build on our current achievements and help provide the vision to drive our school forward in these exciting times. The successful applicant will lead our caring, highly motivated and professional staff on the next part of our journey. Our vision is that through our Christian values, we aim to nurture and challenge our children and all our school family to flourish and become the best they can.

We want our new Headteacher to have highly developed emotional intelligence and the ability to build relationships with all stakeholders. They will need to be able to challenge positively and lead change effectively.

We are very proud of our school, its wonderful pupils and caring staff who have met the challenges of the past two years with compassion, hard work and courage. Our staff are an effective team who are professional, friendly and committed to providing our pupils with every opportunity to enjoy each day whilst achieving their full potential.

As a church school with a strong Christian ethos, we have close links with the parish church of St Peter and St Paul in Bourne and with the Diocese of Lincoln.

There is no doubt that this will be a challenging and fulfilling role which will offer many opportunities for the successful candidate to make a real difference in our school and Trust.

We look forward to receiving your application.

Yours sincerely

Stephen Haigh
Chair of Trustees



Important Information

School visits:

We are delighted to be able to offer you the opportunity to visit Bourne Abbey CofE Primary Academy.

If you would like to visit please contact Mrs Jill Bates, our Chief Operating Officer (BAP.enquiries@abbeyacademies.co.uk)

Closing date for applications:

12 noon on Tuesday 22nd April 2025

When writing your letter of application, please include your reasons for applying for the Headship of this school and the experience and skills that would equip you for this role. Your letter should be no more than 1500 words.

Interview date:

Monday 28th April 2025

If you are shortlisted, we will contact you after 4pm on Wednesday 23rd April and your referees will then be sent a reference request.

Employer:

This appointment will be under Abbey Academies Trust as the overarching employer.

Safeguarding:

Abbey Academies Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts are subject to satisfactory references and an enhanced DBS check.

Bourne Abbey CofE Primary Academy contact details:

Bourne Abbey CofE Primary Academy
Abbey Road
Bourne
PE10 9EP

Tel: 01778 422163

Email: BAP.enquiries@abbeyacademies.co.uk



What we like about our school

Reception

- ☺ 'I love learning!'
- ☺ 'We have a lovely book corner with lots of books – I love to read!'
- ☺ 'I like to draw.'

Year Two

- ☺ 'We have exciting topics like *Oh, the places you'll go* and *London's Burning*.'
- ☺ 'We love how many iPads we have so we can learn and film our amazing acting!'

Year Four

- ☺ 'All the adults care about us.'
- ☺ 'You get to share your experiences and have a voice.'
- ☺ 'All the lessons we do are interesting.'

Year Six

- ☺ 'I know that if I make a mistake it's ok because I can learning from it.'
- ☺ 'Our displays are amazing.'
- ☺ 'We learn about how our world is changing.'
- ☺ 'All our teachers work hard to make learning fun.'
- ☺ 'Our school prayer makes our school special. It brings us together as a community.'

Year One

- ☺ 'I love learning – the teachers make it so exciting.'
- ☺ 'I enjoy reading and listening to stories.'
- ☺ 'I get to be with all of my friends and teachers.'

Year Three

- ☺ 'I like learning about e-safety because it helps me stay safe online.'
- ☺ 'I like history and being a historian. We get fun people to come into school to do workshops with us.'

Year Five

- ☺ 'We are a *Rights Respecting School* which means our rights are very important to us.'
- ☺ 'Our school is a safe and fun place to be.'
- ☺ 'Our teachers and support staff are amazing and go above and beyond for us.'
- ☺ 'The Church is important to us and I enjoy visiting it.'
- ☺ 'There are so many different clubs.'



School Prayer

Think, think of these things...

Being a friend, giving a smile and helping to make someone else's day worthwhile. Think, think of these things.

Amen.



About Abbey Academies Trust

- ‘Striving for Excellence, Caring for All’ within a loving and caring Christian environment, forms the basis of our mission statement and is at the heart of all that we work hard to achieve. We all work together using ‘Lessons from the Geese.’
- Abbey Academies Trust MAT is centred around people – pupils, staff, parents/carers, Governors, Trustees and local communities. We offer a tried and tested framework for rapid school improvement and sustained success, working within a shared ethos of care and respect, whilst celebrating diversity. We firmly believe that high achievement and continuing the process of raising achievement is not about short-term fixes – it is about commitment, sharing and working together towards a vision of long-term gains, thus enabling pupils to achieve the highest possible standards and for them to want to be lifelong learners.
- As a Multi Academy Trust, we not only encourage our pupils to strive for excellence in the core subjects, but to broaden their education, to embrace and develop the concepts of faith and spirituality, of hope and charity and to enable them to make more informed decisions later in life as broad-minded and knowledgeable British and world citizens. We describe this as ‘Rigour with Care’.
- Our aim is to help our pupils to become self-motivated, persevering children, with lively enquiring minds, who know not only a body of relevant knowledge, but also how to learn, all within a loving and caring Christian environment. Abbey Academies Trust recognises that children are created in the image of God, but also values their individuality as they explore their own God given talents and are treated with respect and dignity at all times. *“And the child grew and became strong; he was filled with wisdom, and the grace of God was on him.” Luke 2:40*
- We believe that each school is unique and has its own identity according to its context and the needs of its pupils. Whilst committing to a common ethos we will celebrate and learn from each other’s diversity. The Trust promotes diversity linked to high standards and harmonisation of key policies and processes. We also provide effective management services to each of our Academies, enabling leaders to focus on their core task of leadership and school improvement as well as a more flexible staffing structure which can be developed across the Trust. High quality external CPD which is not affordable for individual schools is accessible for schools within AAT as we are able to share costs. Collaboration is at the heart of all we do and we work in partnership with other networks such as Teaching School Hubs and collaborative partnerships.





Person Specification

Headteacher Person Specification

Selection decisions will be based on the criteria of the following sections. 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 paperwork, 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.

Essential	Desirable	How this will be assessed*
Qualifications & Experience		
Sustained and successful senior leadership experience within a primary school	National Professional Qualification for Headship (NPQH)	A, I
Evidence of proactively pursuing continued professional development and being a lifelong learner	Experience of working in church schools and improving outcomes through partnership working	A, I
Qualified Teacher Status (QTS)	Higher level degree (e.g. Masters) in Education or Leadership	A, DC
Experience of developing staff and systems from Early Years to the end of Key Stage 2	Knowledge and understanding of nursery/pre-school provision	A, I
Experience of leading teaching and learning		A, I
Safeguarding Children		
Up-to-date safeguarding training	Current safer recruitment training	A, I
Enhanced DBS clearance		A, DC
Ability to demonstrate commitment to safeguarding and promoting the welfare of children	Experience in and knowledge of the concept of whole child well-being	CW, I,
Evidence of actively maintaining a safe, nurturing and well-ordered school		CW, I
Professional Knowledge & Understanding		
Ability to articulate a clear vision, building upon existing strengths and engaging all members of the school community		CW, A, I
Ability to translate current educational thinking into strategic planning and disseminate to key audiences		A, I
Have an excellent understanding of the primary curriculum across all Key Stages including the Foundation Stage		A, I
Ability to review and develop a curriculum which is rooted in the school's vision in order to meet the needs of all learners		A, I
A commitment to continue to embed and develop the Christian ethos and values		CW, A, I



A person who understands the distinctive and inclusive nature of our Church School and its role in the community		CW, A, I
Ability to further develop a wider inclusive curriculum in order to nurture the “whole child”		A, I
Clear understanding of the SEN Code of Practice and proven experience of supporting children with additional needs	Evidence of ability to navigate multi-agency provision and prioritise effectively to support children	A, I
Pupils & Staff		
Evidence of creating an environment which enables the spiritual, personal, social and emotional development of each child in order 'to be the best we can be'		CW, A, I
Committed to aspirational educational standards for all pupils		A, I
Ability to lead, motivate and develop staff, promoting an environment of professional development that recognises achievement		CW, A, I
Evidence of identifying and developing emerging talent and leadership ability at all levels of the school		I
Evidence of delegating tasks appropriately to build a culture of mutual trust and shared responsibility		A
Values internal and external collaboration, fosters strong working relationships and builds effective teams		A, I
Together with the senior leadership team and governors, able to manage your workload and that of others, to allow all to flourish	Evidence of promoting a psychologically safe, reflective working environment for staff	A, I
Systems & Processes		
A clear understanding of the impact of budgets, resources and strategic financial planning		A, I
Ability to effectively balance strategic and operational demands of the role		A, I
An ability to analyse and use a range of evidence effectively to inform school improvement		A, I
Knowledge of and commitment to all required regulatory and legislative aspects relevant to school life, including but not limited to, Health & Safety, GDPR, Safeguarding and HR		A, I
The Self-Improving System		
Evidence of proactive engagement with parents and carers		A, I



Able to maintain and develop opportunities for partnerships with parents, carers, other schools, local churches and other community groups		A, I
Able to listen to, reflect and act on community feedback		A, I
Demonstrates sound decision-making ability, including taking difficult decisions		I
Welcomes support and challenge from the Governing Board, and actively supports the governors to deliver their strategic functions effectively		I
Welcomes support and challenge from professional colleagues in order to drive school improvement		I
Experience of OFSTED inspection at leadership level	Experience of a SIAMs inspection at leadership level	A, I
Personal Attributes		
Dedicated, child-centred and a sense of fun where appropriate		CW, I
Ability to be still, reflect on who they are, who they should be and how they are going to change		I
Approachable and accessible, recognising the significance of every individual within the school community		I
An excellent communicator and have strong interpersonal skills (written, verbal and aural) to engage with the whole school community		CW, A, I
Lead in accordance with the school's values, drawing on your own experience and the strengths of staff and governors		A, I
Driven, self-motivated and ambitious leader		A, I
Creates a culture of optimism and celebrating achievement		CW, A, I

A	Application	I	Interview
CW	Collective Worship	DC	Document Check

* There will be opportunities within tasks during the interview day to further demonstrate many of these.



Job Description

1. Post: Headteacher – Bourne Abbey CofE Primary Academy

Responsible to: Abbey Academies Trust (MAT)

Job Description: Headteacher

The Headteacher shall carry out the duties of a Headteacher as set out in the current School Teachers' Pay and Conditions Document and any subsequent document which may replace it. The Headteacher will be directly responsible to the CEO of Abbey Academies Trust.

The Headteacher has overall management responsibility for Bourne Abbey CofE Primary Academy:

- Internal organisation
- Management of the academy – in accordance with the current Teachers' Pay and Conditions Document, the policies of Abbey Academies Trust and Bourne Abbey CofE Primary Academy Local Governing Board, applicable legislation
- Carrying out professional duties particularly assigned by the CEO

The Headteacher, working with the Board of Trustees and Local Governing Board, will:

- Develop a strategic view for the academy in its community
- Analyse and plan for its future needs, development, and improvement
- Ensure effective management in the context of academy and LA policies

1. Leading the Organisation:

- Provide dynamic, consistent, and motivational leadership, ensuring the successful delivery of the vision, ethos, aims, and objectives of the academy and trust
- Lead by example, be personally visible and committed whilst adopting a strong and flexible leadership style
- Establish collaborative and open relationships with all stakeholders
- Critically evaluate the academy's performance
- Ensure that communication channels exist enabling all staff to receive information they need in order to carry out their professional duties effectively
- Ensure structures deliver pupil progression, attainment, and achievement
- Oversee the implementation of a firm and fair appraisal framework for all staff
- Work collaboratively with senior leaders across the trust to sustain and further enhance provision, particularly in key areas such as curriculum and standards, early years, early reading and phonics, and languages and EAL
- Lead the development of the school's spiritual life, ensuring that the school's vision and Christian ethos are reflected in both daily practice and long-term planning. Foster an environment where spiritual growth, moral development, and respect for diversity are integral to the learning experience

2. Leading Teaching and Learning:

- Secure and sustain effective teaching and learning throughout the academy by ensuring discussion and collaboration with senior leaders to ensure there are sound strategies for monitoring and evaluating the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement. This should include those with special educational or linguistic needs in order to set and meet challenging, realistic targets



for improvement

- Promote excellence in teaching and learning, ensuring a continuous and consistent academy-wide focus on pupils' achievement and development (moral, spiritual, physical, and social, as well as academic)
- Ensure that a high-quality educational experience is available for all children and young people
- Create a culture of challenge, support, and high expectations
- Ensure that effective and appropriate pastoral support is available to pupils
- Agree a curriculum policy with senior leaders, trustees, and governors to meet statutory and pupil requirements
- Work closely with senior leaders and governors to ensure the effective delivery of the curriculum
- Provide regular updates on curriculum development, performance, and outcomes
- Ensure the curriculum meets statutory requirements and the needs of all pupils
- Support the evaluation and review of curriculum plans to ensure continuous improvement
- Through monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment
- Develop an inclusive and supportive approach so that the academy is a place where all are able to flourish

3. Raising Aspiration, Achievement, and Attainment:

- Ensure that the needs and aspirations of each pupil are addressed through personalised learning and mentoring
- Ensure that assessment data is used to set challenging targets
- Challenge practice to ensure a stimulating learning environment
- Ensure academy-wide priorities are consistently and effectively implemented

4. Developing Self and Working with Others:

- Treat everyone within the academy and trust fairly and equitably
- Promote the health and wellbeing of staff by fostering a positive and supportive school culture. Ensure that staff have access to the resources and support they need to thrive both professionally and personally, with a focus on maintaining a healthy work-life balance
- Develop a culture of personal responsibility that both recognises excellence and supports appropriate strategies to deal with underperformance
- Ensure a high standard of professional development for all staff and for self
- Work with all staff to build effective teams
- Sustain their own motivation and that of other staff
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high-quality continuing professional development based on assessment of needs
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the academy
- With the CEO, develop the capacity, through coaching and other appropriate means, of the educational leadership and management, particularly the senior leadership team
- Consider the extent to which the Headteacher's duties may be delegated to any Deputy, Assistant Head, or senior leader
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation



5. Managing the Organisation:

- Alongside the CEO/CFO, advise the trust on the formulation of the annual budget in order that the academy secures its objectives
- With the CEO/CFO, work with Trust Members and senior colleagues to recruit and retain staff of the highest quality
- With the CEO/CFO, work with the Trust Members and senior colleagues to deploy all staff effectively in order to improve the quality of education provided
- Ensure the regular monitoring of the budget for the academy and the overview of the use of resources
- Ensure that the allocation and use of accommodation within the academy provides a positive learning environment that promotes the highest achievement for all
- Support the work with the Trust Members in securing adequate resources for the academy.
- Work with the MAT Chief Operating Officer and Chief Financial Officer to maximise the level of external funding that is attracted to support the academy's development
- Have overall responsibility for the health and safety of all staff and pupils
- Effectively implement rigorous safeguarding procedures to ensure the protection of children and young people

6. Securing Accountability:

- Ensure all staff have clearly defined responsibilities and accountabilities
- Support the academy to establish strong middle leadership roles within a distributed leadership structure
- Secure robust academy self-evaluation and quality assurance procedures
- Establish mechanisms for reporting to all key stakeholders at agreed intervals
- Work closely with the Board of Governors and Trustees to ensure effective governance
- Provide regular updates on academy performance, progress, and strategic developments
- Lead preparation for governing body meetings and ensure relevant data is available
- Support governors and trustees in holding the academy to account
- Foster a positive, collaborative relationship to achieve the academy's vision and objectives

7. Supporting the Work of the MAT:

- Develop and maintain the Christian ethos of the academy so that it is intrinsic and permeates all aspects of the academy's life and curriculum
- Create a strong partnership with the local worshipping community, Diocese, and the MAT
- Develop strong, positive relationships with colleagues in the Diocese
- Participate in MAT and sector-wide activities in order to share best practice, contribute to the development of MAT strategies and policies, and promote the academy and the MAT in a local and national context
- Provide advisory support to other academies within the MAT as required

8. Leading in the Community through Collaboration:

- Develop community engagement, promoting a continuous culture of change and nurturing creativity for all
- In conjunction with the senior leaders at the academy, create and maintain an effective partnership with parents/carers
- Strengthen the academy's positive image in the wider community
- Collaborate with other settings and external agencies to share best practice
- Develop the academy's extended school provision
- Actively support the diversity of the academy's communities and pupils



- Ensure that the statutory requirements for reporting to parents and carers are met

Additional Notes:

- The above responsibilities are subject to the general duties and responsibilities contained within the statement of Conditions of Employment
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years and may be subject to modification at any time after consultation with the postholder
- The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service
- Equal opportunities: The Headteacher will be responsible for ensuring compliance with the Equalities Act 2010

Signed

..... (post holder) (date)

..... (chief executive officer) (date)





Privacy notice for job applicants

About us

Abbey Academies Trust of which Bourne Abbey CofE Primary Academy is a part is the "Controller" of the personal data provided to it. This means the Trust is responsible for deciding how it holds and uses personal data about you in connection with the recruitment process.

This notice will explain how and why we use the information we gather about you when you apply to work with us.

Why do we collect your personal data?

It is necessary for us to collect and use personal data about you in order to assess your eligibility to work with us. We will only use your personal data where the law allows us to and we will not collect any personal data that is not required. More specifically, but not limited to, we may process your personal data in order to:

- Assess your skills, qualifications and suitability for a role within the Trust;
- Carry out background and reference checks, where applicable;
- Communicate with you about the recruitment process;
- Maintain records relating to the recruitment process;
- Comply with legal or regulatory requirements e.g. safer recruitment.

As far as is reasonable and practicable, will ensure that the information recorded is accurate and kept up to date.

We only collect and use personal data where there is a lawful basis. For successful applicants that lawful basis is entering into and the performance of an employment contract. We also have a legal obligation to ensure that staff are suitable for their role, which includes the vetting process. For unsuccessful applicants, we shall retain your data under our official authority (public task).

What personal data do we collect?

We will collect the personal data about you in order to facilitate the recruitment process. The personal data we collect may include:

- Personal contact details such as name, address, telephone number and email address;
- Date of Birth;
- National Insurance Number;
- Employment history;
- Qualifications and other academic achievements;
- Contact information for the provision of references;
- Identification documents;
- Results of psychometric testing, where applicable.

We will also collect and use the following "special categories" of more sensitive personal data:

- Information about your race, ethnicity, religious beliefs, sexual orientation and political opinions
- Trade union membership
- Information about your physical and mental health, including any medical conditions.



- Information about criminal convictions and offences, including information from the Disclosure and Barring Service.

Who do we get your personal data from?

We typically collect personal data in the following ways:

- Provided to us directly by you, such as through an application form and/or at interview;
- Provided by your named referees;
- Provided by third parties.

In accordance with the Trust's safer recruitment obligations, the school will collect personal information about you from third parties. This will include obtaining references from your previous employer and from third parties such as the Disclosure and Barring Service (DBS) to ensure the relevant safeguarding checks are completed.

Who do we share your personal data with?

We will only share information when it is necessary to do so and in accordance with the law. Internally, access to personal data is strictly limited. Where applicable we may share your data with organisations that deliver services on behalf of the Trust.

Where necessary, we may share your personal data with the following categories of recipients:

- Internally within the school;
- Disclosure and Barring Service;
- Previous employers or individuals identified as capable of giving a reference;
- Professional advisors and consultants involved in the recruitment exercise;
- Local authority;
- Department for Education (DfE);
- The Academy Trust.

How long do we keep your data for?

We are required to retain your personal data only for as long as is necessary in connection with the recruitment process, after which it will be securely destroyed in line with the school's retention policy or the specific requirements of the organisation that has shared the data with us.

Details of unsuccessful applicants will be held for 6 months from last action. Details of successful applicants will be placed on their personnel file, at which time further privacy information will be made available setting out how an employee can expect the Trust to process their personal data.

Retentions periods are defined within the Trust's retention guidelines which are available on request.

How do we keep your data safe?

Your data is held securely and in accordance with the Trust's information security policy. The Trust ensures that appropriate technical and organisational measures are in place to keep your information safe and to reduce the risk of loss and theft.

Access to personal data is strictly controlled internally within the school.

Data protection training is undertaken by all staff and there are a number of policies in place that all staff are required to abide by when processing personal data.



Where personal data is processed outside of the UK, it is protected by adequate measures such as an adequacy decision or appropriate safeguards.

Your rights

You have a number of rights in relation to your personal data.

You are entitled to access any personal data we hold about you and you can also request a copy. To make a request for your personal data, please contact the Trust's Data Protection Officer (details provided below).

You can also request that we correct any personal data we hold about you that you believe is inaccurate; request that we erase your personal data; request that we stop processing all or some of your data and request that automated decisions are made by a person.

If we have asked for your consent to process your data, you have the right to withdraw that consent at any time.

We are obliged to consider and respond to any such request within one month. Whilst we shall make every effort to respond within a timely manner, please allow for exceptions to this time period during school holidays.

Further Information

If you wish to submit a request, make a complaint or discuss the way in which your personal data is processed, please contact:

Abbey Academies Trust
Abbey Road
Bourne
Lincs PE10 9EP
Duncan Pickering, Data Protection Officer on
AAT.enquiries@abbeyacademies.co.uk

Jill Bates, Chief Operating Officer on
01778 422163 or
jill.bates@abbeyacademies.co.uk

You can access further information about your rights and the Trust's data protection obligations from the Information Commissioner's Office. The Information Commissioner's Office is the independent regulator responsible for data protection and is able to consider any complaint you may have about the way your data has been processed. For more information about the Information Commissioner's Office, please visit www.ico.org.uk