



CAISTOR
GRAMMAR
SCHOOL

HEADTEACHER VACANCY



We seek to
use lively
minds...



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LETTER FROM THE CHAIR

Dear Prospective Applicant,

Thank you for your interest in the position of Headteacher at Caistor Grammar School. Caistor Grammar School is a selective, mixed, single academy trust of 694 students including a popular sixth form of 162 students. We are significantly oversubscribed drawing just under half our students from within 6.5 miles of the school and the remainder from a wider area which stretches across four counties.

Our school motto and mission statement is: "Ever to excel. We seek to use lively minds, to work hard, to develop all our talents and to grow through sharing to be the best version of ourselves."

To give our students every opportunity to achieve these aims, Caistor Grammar School offers not just inspiring teaching and learning, but a myriad of extra curricular activities and experiences. The whole student experience and the ability to acquire the skills necessary to move forward to the next stage of their lives is as important as academic excellence.

We are fortunate to benefit from a highly committed, experienced SLT, stable and loyal teaching and non-teaching staff, supportive parents and an effective Board of Trustees. Our students are highly motivated and have high aspirations for themselves. Staff, students, parents and Trustees are rightly proud of Caistor Grammar School and its long history, traditions, community feel and excellent outcomes for students.

Over the last few years, we have been able to make considerable improvements to the school site, with a new classroom block, a 3G pitch and most recently a new multi-purpose hall which is used as an assembly, sports and performing arts space.

Our new Headteacher will be a highly visible leader, playing an active role in all aspects of school life. They will be approachable, with excellent written and verbal communication skills, and able to build a strong rapport with students, staff, parents, Trustees and the local community.

We look forward to hearing from candidates who feel they have the personal qualities, vision and drive to lead and develop our school on the next stage of its journey.

Your sincerely,



Lucy Jackson
Chair of Trustees

STUDENTS' WELCOME

On behalf of the students at Caistor Grammar School, the Senior Prefect Team want to tell you about being a student at this School and share our perspective on School life.

If you spend even a day at Caistor, the sense of close community which you gain is overwhelming. Although academic progress is seen as our key strength, being a student, teacher, or Headteacher at Caistor is about far more than just the outcome of exam grades. We are a small school, numbering around 700, and this creates a close bond between students in differing year groups and the students and their teachers, which is extremely beneficial.

Our sense of community is enhanced by the uniqueness of the school site; as you walk around you will notice all types of history – from the 17th Century Old Hall to the 2022 Grove Court Building for Language teaching – and with this history comes tradition. As our Headteacher, you will shake hands with all the new Year 7 students as they walk through the door into the School for the first time, one example of a very personal event that students from Years 7-13 proudly remember.

Our school community is also a highly active one: we have Sixth Form and School councils, where all forms from Years 7-13 are represented. Our Council is known for making real changes within the school and as the Headteacher we hope you will do your best to accommodate and work with students' ideas. There are also many other opportunities to become involved in school activities. We have a thriving House system and can all become extremely competitive during our legendary Sports Day.

Students on sports teams are regularly involved in School and county fixtures and our School Production is arguably one of the highlights of the year – the talented and dedicated staff and students volunteering on it for 6 months. At CGS, the community aims to make you feel included and be given a chance to shine in areas you enjoy, whilst also learning important lessons and making lifelong friends.

Our Sixth Form is a key component of the beating heart of CGS. With 162 students in total, students are generally taught by subject specialists in smaller classes, giving us the chance to really connect with our studies. The Sixth Form prides itself on the impact it makes on the lower school: students run the Senior Prefect Team; lead House events through House Captaincies; run a mentoring program for younger students and do far more besides. Students also work closely with teachers and support staff to help them with their next steps, each student has one-to-one support with their UCAS application, apprenticeship search or job application which can make the difference in helping to achieve future goals.

Although there is far more to CGS than academic success, it remains an important element within the school. The dedication of teachers and staff, matched with the work ethic of students, creates an environment where students are helped to achieve their personal goals, in whichever area they may lie. Our pastoral and SEND support is also above and beyond at CGS and we stress the importance of positive mental health and always being able to ask for help when you need it. We will be forever grateful for the opportunities provided by CGS. The individuality of our school is of the utmost importance, and we hope that as the Headteacher you will recognise and embrace this. As the SPT enter their final terms at CGS we can see what an immense privilege learning and growing at this school has been. We would love the chance to go back to Year 7 and do it all again.

Good luck!

The Senior Prefect Team

KEY INFORMATION

Type of School

Single Academy Trust

Date School Established

1631

Age Range

11-18

Number of Staff

80 (44 teaching staff of whom 13 are part-time and 36 support staff)

Denomination

Church of England

Co-educational or single sex

Co-educational

Ofsted

Good in all areas (July 2022)

Number of students Average

694 (162 in the Sixth Form)

Attendance (2024/2025)

96.4%

Percentage of students with Pupil Premium

6.77%

Percentage of students with Free School Meals

6.77%

Percentage of students with SEN

3.31%



KEY INFORMATION

Senior Leadership Team, Roles & Responsibilities

Headteacher

Deputy Headteacher

Assistant Head

Assistant Head

Assistant Head

Designated Safeguarding Lead

Head of Sixth Form

Finance Manager

Pastoral/Behaviour & Attitudes

Teaching & Learning/Inclusion

Data & Systems

Personal Development

Each member of the team line manages Heads of Department, Heads of Section and/or Non Teaching Staff

The School has established links with local primary and secondary settings, including Caistor Yarborough Academy, The Queen Elizabeth's High School, Gainsborough and Caistor and Grasby primary schools.

Our curriculum intent is:

We provide a challenging, rigorous, engaging and broad curriculum for able and ambitious students in the local area within the framework of a caring community. All students, regardless of need, gender, ethnicity, and background, are guided to be independent thinkers, emotionally resilient, empathetic, well behaved and socially responsible. They are prepared to make a constructive contribution to society because of the experiences they encounter, and the example set by others.

Our outcomes are very strong.

Progress 8:

2024 (0.68), 2023 (0.55), 2022 (0.6), 2019 (0.65) placing us in the top 20% nationally.

Attainment 8:

2025(69.6) 2024 (71.1), 2023 (69.2), 2022 (74.4), 2019 (72.9), placing us in the top 20% nationally. Our prior attainment is 'well above average' for all year groups in Reading, Writing and Mathematics. At A level, the average point score for the best 3 A levels is in the highest 20% nationally.

Although we are members of the Lincolnshire Consortium of Grammar Schools, we set, assess and administer our own 11+ selection examination for Year 7 entry. Entry to the Sixth Form is based on GCSE outcomes, and in line with other institutions.

Destinations:

Many of our students move on to high quality (including Russell Group) higher education establishments, while a small but increasing number have secured high quality apprenticeships. Many students are early applicants on the UCAS pathway – annually some students achieve places at Oxbridge and approximately seven go onto Medicine, Dentistry or Veterinary courses.

THE ROLE OF HEADTEACHER

The opportunity to guide, challenge, inspire and encourage generations of young people and to empower excellent, committed, caring and inspirational staff is truly exceptional. Successive leaders have enjoyed this challenge at Caistor Grammar School, developing over time a school which is held in high esteem by its community, its pupils past and present, and the people who work there to make it unique.

Caistor Grammar School is an exceptional school in many ways. The school motto 'Ever to Excel' conveys the driving principle of all at the school to ensure that all students are inspired and supported to achieve beyond their expectations in every area of their school experience whether it be academic, in sport, the arts or in service to others. The relatively small close knit community of just under 700 students certainly ensures that every student is known well by the talented staff and that the students can support each through a fully embedded House system. Students do excel, as is evident in exceptional examinations results and the large numbers of A level students who advance to prestigious universities. Teachers enjoy working in this school which values their expertise and where intellectual curiosity in students is encouraged.

Caistor Grammar School would not be CGS without its rich life beyond the classroom. Students, staff and Trustees alike treasure the breadth of extra curricular activities which are integral to the rhythm of the school year. It is without question that the range of sporting, artistic and charitable events develop student confidence, mental well-being, team spirit and enjoyment of school. All of these experiences and the quality of teaching and pastoral support offered to students help to foster an atmosphere of deep mutual respect resulting in an environment which inspires all to excel.

This quality of education experienced by students at Caistor Grammar School is exceptional. However, schools are not successful by chance and the staff and Trustees recognise that continuing to provide such a rich education requires talented, experienced and inspirational leadership. The new Headteacher of CGS will need to lead a school which promotes exceptional academic outcomes for students where individual progress is the core focus and which expects students to embrace extra curricular opportunities as an essential part of school life.

The school is proud of its history and the role it plays in the local and national education landscape, having effective links with several local secondary and primary schools. All at the school value these relationships and esteem their Single Academy autonomy and the protection this gives to the school's unique qualities. Trustees also recognise they need to be aware of national policy.

Caistor Grammar School is the Sunday Times Parent Power East Midlands Secondary State School of the Decade and State Secondary of the Year 2025.



THE SCHOOL

Lincolnshire is a county which still retains many grammar schools. There are 13 in all, but many parts of the county offer comprehensive schools including the City of Lincoln and nearby Market Rasen. Caistor Grammar School was founded in 1631 and the original school building is still in daily use. Our Sixth Form is accommodated in a 19th century country house and our Library is housed in what was once a Victorian Chapel.

Our school overlooks Caistor's beautiful medieval parish church, St Peter and St Paul. We have close ties with the Church and visit it for various events and services throughout the year.

We occupy an attractive site on the side of a hill with views over Trent Valley. Most of our work is done in buildings which were substantially remodelled and extended about 20 years ago. We are continually looking at ways to improve the facilities for our students and in recent years we have been successful in applying for substantial Condition Improvement Fund (CIF) bids – which has included the building of a new teaching block housing the languages department and a new multi purpose hall, used for assemblies, sport and drama. Our main sports facilities are on a separate site some five minutes' walk away and include a 3G pitch and a sports pavilion. We also have a Fitness Suite on the School site.

The Students at Caistor Grammar School have always had a well-deserved reputation for achievement in a number of areas. The last inspection by Ofsted in June 2022 was graded as good in all areas. Our results in recent years have led to us often being the leading school in Lincolnshire at GCSE and A level. We have been the leading school in Lincolnshire for many of the last 18 years. We are the East Midlands, Sunday Times Parent Power, State Secondary School of the year, 2025 (also earning that title in 2020, and 2018) and were named as the East Midlands, Sunday Times, State Secondary School of the Decade 2021. We have an enviable academic record, including excellent Value Added, as a perusal of academic league tables will show.

Our students are also successful in extra curricular activities such as Sports and have reached county and national finals in diverse activities ranging from debating to Geology and Warhammer. We also produce an extremely popular and successful School production each year. This academic year saw students from all year groups perform in a fantastic adaptation of The School Edition of Grease.

THE SCHOOL

We are a selective school drawing our students from the upper 25% of the ability range. All of our sixth form students are working for A-levels and nearly all go on to higher education. Our students are well motivated and co-operative. The atmosphere of the School is friendly, inclusive and purposeful.

We have recruited strongly from the unitary authorities of North Lincolnshire and North East Lincolnshire (previously part of Humberside) as well as Lincolnshire. We have also recently seen an increase in the number of children travelling from farther afield, including Hull, to attend the school. This year we admitted 116 students to Year 7 and have 694 students on roll, including a Sixth Form of 162. Together with outstanding academic achievement, Caistor Grammar School is characterised by the extensive extra-curricular opportunities that it offers its students; arranged by a highly skilled, dedicated and motivated staff team.

There are three Houses; Ayscough, Hansard and Rawlinson, which all students belong to, and many inter-House competitions including drama, music, sport, chess, quizzes, debating and an annual pancake race, some of which have extended to staff competitions. The extended curriculum allows students to develop team-building and leadership skills. A large number of students take part in the Duke of Edinburgh Award scheme, with many Gold awards achieved, and there are outdoor pursuits trips for different year groups.

Students also make a significant contribution to the wider community, including raising money for Children in Need, Macmillan Cancer Support and more local projects.



LIVING IN LINCOLNSHIRE

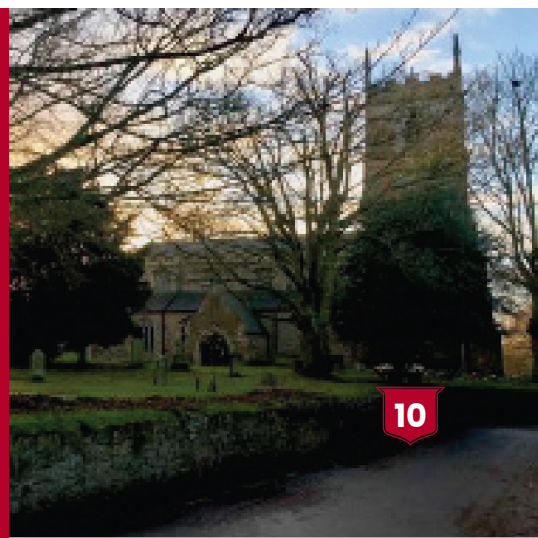
Caistor Grammar School is situated in Caistor, Lincolnshire, which is a small county town, dating back to Roman Times, nestling on the Hillside at the northern edge of the Lincolnshire Wolds; an area of outstanding natural beauty. Caistor is notable for its Georgian buildings but dates to as early as Roman times with remnants such as fragments of wall to the south of the Parish Church of St Peter and St Paul, which is used from time to time for school services, concerts and the annual Awards Evening.

Caistor is also part of the Viking Way. The Viking Way is a long-distance walking route, named after an area, occupied by Norse invaders. The route runs through Caistor and connects to the picturesque villages of Walesby and Tealby, disused ironstone mines at Nettleton, and the highest point of Lincolnshire at Normanby Top 551ft above sea level. Caistor is 30 miles to Lincoln in the south and 12 miles to Grimsby in the east. Situated on the A46 Caistor has easy access to the A1 going south. Being near the M180 allows equally simple access to the north and west and all the major motorway networks, as well as Humberside International Airport being only 7 miles away. A short route will take you over the spectacular Humber Bridge to Hull in about 30 minutes. From our nearest railway station, Market Rasen, the journey to London King's Cross takes between 2½ to 3 hours and the train from Barnetby Station will take you direct to Manchester.

Caistor is home to numerous businesses including: a Post Office, Pharmacy, Doctor's Surgery, Co-op, Hairdressers, Equestrian Centre, and multiple Cafes. The City of Lincoln is a historic cathedral city, and the castle houses an original copy of the Magna Carta. Another nearby city, Hull, has a historic old town with several museums, an art gallery, and an award-winning aquarium, The Deep. The Lincolnshire coast is also not too far away and holds hidden gems such as the nature reserve at Donna Nook.

Compared to many areas of the country, house prices in Lincolnshire are very competitive. There are many villages and small towns within easy reach of Caistor – such as Grasby, Tealby, North Kelsey, Brigg, Louth, Barton on Humber and Market Rasen. Many excellent primary schools are also situated nearby.

Fresh air, big skies, pleasant areas to live, but all with a variety of activities within a short drive – Lincolnshire has many attractions and a warm welcome.



HEADTEACHER | ROLE DESCRIPTION

Title: Headteacher

Responsible to: The Chair of Trustees

Leadership scale: L24 – L35 (Negotiable depending upon skills and experience)

This role description reflects the Headteachers' Standards issued in October 2020. These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

Core Purpose and Responsibility

The Headteacher's main role is to provide highly effective, professional leadership for the school which secures its continuing success and improvement, ensuring high quality education for all its students and excellent standards of learning, achievement and pastoral care. The Headteacher will be the chief accounting officer.

Legal Requirements

The Headteacher is required to carry out all the statutory duties in the School Teachers' Pay and Conditions Document para 46.1 and 47.1 and 47.2, the contractual framework and the professional responsibilities outlined in sections 48 and 49 of the STP.

1 | School Culture

- a. Sustain the school's ethos, vision and strategic direction in partnership with the Trustees and the school community.
- b. Create a culture where students experience a positive and enriching school life.
- c. Uphold and deliver ambitious education standards which prepare students from all backgrounds for their next phase of education.
- d. Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- e. Ensure a culture of high staff expectation.
- f. Promote and support the well-being of students and staff.

2 | Leadership

- a. Provide exceptional leadership to all teaching and support staff through outstanding communication and timely, insightful, decision making.
- b. Develop highly effective delegated leadership throughout the school.
- c. Hold SLT and TLR holders to account through clearly defined roles and responsibilities, challenging targets and objectives.
- d. Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness.
- e. Identify a deputy or other suitable person to assume responsibility for the discharge of the Headteacher's role during any absence from school.
- f. Develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely and appropriately sequenced.
- g. Carefully monitor and evaluate the effectiveness of school improvement strategies.
- h. Prepare and lead strategies to maximise success in Ofsted inspections.

3 | Teaching

- a. Sustain high-quality, expert teaching across subjects and key stages, built on evidence informed understanding of effective teaching and how students learn.
- b. Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- c. Ensure effective use is made of formative assessment.

4 | Curriculum and Assessment

- a. Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- b. Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- c. Ensure that all students are supported to achieve standards of literacy and numeracy that will enable them to enjoy the maximum success both at school and in later life.
- d. Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.

5 | Behaviour

- a. Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood by all staff and students.
- b. Ensure high standards of behaviour and courteous conduct in accordance with the school's behaviour policy which is understood by parents and carers.
- c. Implement fair, consistent and respectful approaches to behaviour management.
- d. Ensure that adults within the school model and teach the behaviour of a good citizen.

6 | Additional and special educational needs and disabilities

- a. Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities.
- b. Establish and sustain culture and practices and enable students to access the curriculum and learn effectively.
- c. Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate.
- d. Ensure that the school fulfils its statutory duties with regard to the SEND code of practice.

7 | Professional Development

- a. Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- b. 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.
- c. 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.

8 | Organisational Management

- a. Ensure the protection and safety of students and staff through effective approaches to safeguarding as part of the duty of care.
- b. Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- c. Ensure staff are deployed and managed well with due attention to workload.
- d. Establish and oversee systems, policies and processes that enable the school to operate effectively and efficiently.
- e. Ensure rigorous approaches to identifying, managing and mitigating risk.

9 | Continuous School Improvement

- a. 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.
- b. Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, costed, appropriately sequenced and suited to the school's context.
- c. Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

10 | Ambassadorial Role and Working in Partnership

- a. Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- b. Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- c. Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve outcomes for all students.
- d. Liaise with the press and media, as appropriate.

11 | Governance and Accountability

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

The above represents key priorities and accountabilities for the role of Headteacher and is not an exhaustive list. This Role Description is current at the date shown, but, in consultation with the successful applicant, may be changed should the Trust decide to develop in the future.

HEADTEACHER | PERSON SPECIFICATION

Categories	Qualities/ Competencies Essential	Qualities/ Competencies Desirable	Additional Evidence Requirements and where tested
Qualifications and Continuing Education	<ol style="list-style-type: none"> Well qualified honours graduate. Qualified teacher status as recognised by the DfE Evidence of continuing professional development Completion of Designated Safeguarding Lead and Safer Recruitment Training or readiness to undertake such on taking up post. Evidence of enhanced DBS. 	<ol style="list-style-type: none"> Further study relevant to Headship – NPQH / Masters in Education Leadership. 	<ol style="list-style-type: none"> Professional and academic certificates. Application form. Application form. As above. Evidence to be provided at selection events.
Experience	<ol style="list-style-type: none"> Substantial experience of highly effective teaching in the secondary phase, including 6th form. Recent proven ability to lead, motivate and manage highly effective teams as Headteacher 	<ol style="list-style-type: none"> Experience across more than one school. 	<ol style="list-style-type: none"> Application form and letter. Application form and letter. Application form.

Professional Competencies

1. Knowledge and understanding of current educational issues in the Key Stages of the secondary phase, including post 16 education.
2. Expertise in monitoring, assessing and improving classroom performance.
3. Effective and persuasive communicator both orally and in writing.
4. Ability to marshal, analyse and evaluate evidence and data.
5. Expertise in financial planning, budget management and financial forecasting

1. Application form, letter and selection processes.
2. Letter and selection activity.
3. Letter and selection processes.
4. Selection processes.
5. Selection processes.

Leadership and Management	<ol style="list-style-type: none"> 1. Proven track record of securing successful outcomes for learners through highly effective leadership and management 2. Ability to build, support, lead and work with highly effective teams. 3. Strategic thinker with a vision that can be shared with students, Trustees, staff, parents, potential funders and wider stakeholders. 4. Innovative and with a clear understanding of educational opportunity and how to translate it into practical reality. 5. Understanding of how excellent financial management and effective utilisation of resources benefit learners. 6. Promotion of high standards of personal conduct and high expectations. 7. Understanding of effective support structures to promote mental well-being for students and staff. 		<ol style="list-style-type: none"> 1. Letter, selection processes and references. 2. Reference and selection processes. 3. Letter, selection processes and references. 4. Letter and selection processes. 5. Reference, letter and selection processes. 6. Reference and selection activity. 7. Application form, letter and selection processes. 8. Letter, selection processes and references . 9. Letter, selection processes. 10. Letter, selection processes and reference. 11. Letter, selection activity.
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	<p>12. Ability to devise effective and efficient systems to embed a culture of continuous improvement through Performance Management.</p> <p>13. Ability to drive transformational change.</p> <p>14. Ability to forge effective, positive relationships with the school and education community.</p> <p>15. A vision for how Information Technology can enhance learning and creativity and a capacity to translate that vision into reality.</p>		
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Professional and Personal Attributes	<ol style="list-style-type: none"> 1. High personal standards of integrity and probity. 2. Ability to create and communicate an exceptionally positive ethos. 3. Excellent interpersonal skills with both adults and young people. 4. Empathy for the needs of all students at Caistor Grammar School. 5. Resilience, courage confidence. 6. Enthusiasm for the potential of schools to transform lives for the better. 7. A demonstrable commitment to the wider life of the school. 8. A strong personal commitment to inclusion and diversity. 9. A strong commitment to personal development for all. 10. A demonstrable commitment to selective education. 		<ol style="list-style-type: none"> 1. Letter, selection processes and references. 2. Letter, selection processes. 3. Selection processes and references. 4. Letter, application form, selection processes and references. 5. Selection processes and references. 6. Letter, selection processes and references. 7. Letter, application form, selection processes. 8. Letter, application form, selection processes and references. 9. Letter, application form selection processes and references. 10. Letter, application and selection activities.
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HOW TO APPLY

Thank you for your interest in our school. The Trustees look forward to receiving your application.

In addition to completing an application form, you are requested to submit a supporting letter. Your letter should be no more than 2 sides of A4. Please outline how your experience to date enables you to meet the requirements of the Person Specification and detail how you would lead Caistor Grammar School into the next stage of its journey.

Please address your application to **Mrs Lucy Jackson, Chair of Trustees**. Your completed application, including your letter, should be sent to claire.brewster@caistorgrammar.com and copied to kate.abbott@ascl.org.uk

The deadline for applications is midnight on **Sunday 4th January 2026**.

References will be taken up soon after shortlisting and prior to interview, using the contact details you supply on your application form.

Shortlisting will take place on or around the **6th January 2026**.
Candidates will be informed by Thursday **8th January 2026**.

The selection process and interviews will take place at the school between the **12th and 14th January 2026**.

Further information about Caistor Grammar School can be found on the school website www.caistorgrammar.com In addition, candidates are encouraged to take the opportunity to visit the school.

Please contact claire.brewster@caistorgrammar.com or by telephone on **01472 851250** to arrange your visit.

Mrs Kate Abbott of ASCL: kate.abbott@ascl.org.uk will be providing professional support to the Trustees throughout the selection and appointment process. She will be available to discuss this exciting opportunity with potential applicants over the Christmas holiday break.

Please copy her into any correspondence with the school.



CAISTOR GRAMMAR SCHOOL

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