

FLEET WOOD LANE SCHOOL



Headteacher Recruitment Pack



kindness



Pride



Respect



Ambition



Curiosity



Confidence

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Letter from Chair of Governors

Dear Applicant

Many thanks for your interest in the post of Head Teacher at Fleet Wood Lane Primary School. I hope you will find the application pack a useful introduction and that you will proceed in applying for the post.

Fleet Wood Lane Primary School is situated in a pleasant rural area to the South of Fleet, near Spalding in Lincolnshire. The school currently has 185 pupils, with an intake of up to 30 pupils per annum, taking pupils from Reception to Year 6. It is a successful, happy, bright, safe and fun place to learn. We as governors are extremely proud of our school and in the future we aspire to see standards raised even higher.

The post becomes vacant in September 2022 when our current Headteacher moves on to pastures new after a successful few years at the helm.

We are looking for a motivated, dedicated and highly effective leader who will build on the success to date and lead the school forward into a new era. In return we offer you talented staff, friendly happy pupils who enjoy learning, supportive governors, and a committed and a warm welcoming community.

The school was last inspected by OFSTED in January 2018, when it was assessed to be good in all areas. (Our third Good OFSTED report in a row) OFSTED commented on the 'clear direction and ambition' and that we 'remain focused resolutely on securing improvement in the quality of teaching and pupils' achievement'.

Following our OFSTED inspection, governors and staff have been and continue to be working to address the issues identified – children's writing, marking and feedback and the attendance of vulnerable pupils.

Our recent area for development has been to enhance our school grounds further. With financial assistance from our successful Friends of Fleet School and grant applications, the children now benefit from improved outdoor provision, such as a tyre park, trim trail, school garden and mud kitchen.

We hope you find all the information that you require within the application pack, however should you need additional information please contact the school.

Yours sincerely

Martin Bamforth
Chair of Governors
On behalf of the Governing Body

Our Vision, Aims and Values

Our Vision

We believe our school should be a place which gives our children an atmosphere of happiness and security; where children love learning and achieve their best and where they are relaxed and confident in their relationships with other children and adults.

Our Aims

We aim to see that each child

- Is able to use their own language effectively and imaginatively in reading, writing and speech;
- Apply themselves to tasks and develop a lively enquiring mind;
- Acquires mathematical, scientific and technical knowledge and understanding;
- Develops self-respect, knows right from wrong and respects their school and everybody in it;
- Is an important and unique individual, who can be helped and encouraged to explore, to think and learn for themselves;
- Has an understanding, tolerance and respect for their community and other cultures;
- Leaves the school as a credit to themselves, their families and the school.

“Growing Our Future Together”

Our Values



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Curriculum

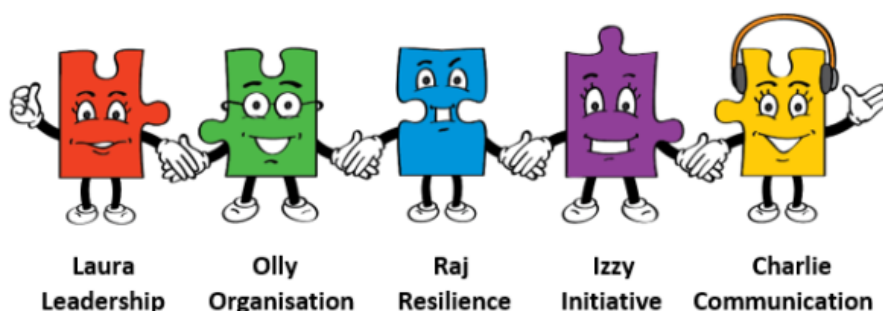
At Fleet Wood Lane School, we are proud to offer an engaging and empowering curriculum that equips children with the knowledge, skills and confidence to succeed today and into the future. Underpinning our curriculum and embedded in all we teach are 4 main drivers:

1. Take risks—we provide children with a safe environment to be able to confidentially challenge themselves in all aspects of their learning both in and out of the classroom.
2. Develop a wider vocabulary—develop articulate learners who use and understand a varied range of vocabulary.
3. Foster a love of reading—helping children to use books to help them learn but also able to escape into other worlds.
4. Knowledge and understanding of the wider world—Helping children be compassionate citizens in an ever-changing global community.

We follow the National Curriculum and each year the children are taught 6 exciting topics. Each topic has a key subject area which is taught throughout the school simultaneously. This enables us to build clearly on children's prior knowledge and reach intended end points. The LORIC characters (Laura Leadership, Ollie Organisation, Raj Resilience, Izzy Initiative, Charlie Communication) are woven throughout the curriculum to develop skills for life. The children are immersed in each topic and experience memorable and stimulating activities. We use knowledge organisers to support the children's learning and help them to retain the knowledge gained.

Throughout school we use PiXL for assessment and to inform planning. To support the teaching of reading, we use the Rising Stars Rockets Phonics scheme in key stage 1 and Accelerated Reader throughout school.

During the recent pandemic we successfully used Teams to provide our online learning with EYFS using Seesaw running along side it. Due to the success of this we have chosen to continue with Teams as a base for allocating homework as well as informing pupils of class updates.



Children

Fleet Wood Lane School is a single form entry school with seven classes. We currently have a pan of 25 although in discussions to increase this to 30. Numbers have increased dramatically in recent years with 185 currently on roll and still growing.

Our School Council, play leaders and Mini-Police work hard with staff to ensure the children's voices are heard and school life is enjoyable. We are excited to be working with OPAL this year to transform the way that playtimes and lunchtimes enrich our school day.

Our Wrap Around care facility offers Breakfast Club from 8am and after school club "Squirrels" until 6.15pm. We also offer various after school clubs, such as cricket club, cookery and board games alongside Squirrels at different times during the school year.



Staffing

The staffing structure at Fleet Wood Lane comprises seven teaching staff, including the Deputy Head/SENCO and a senior leader, and 2 HLTA's. Each class has at least one teaching assistant, with some classes having additional support, dependent on the level of special educational needs within the class. We have two pastoral teaching assistants who work with identified children and are also available to support the wellbeing and positive mental health of all children, including facilitating a very successful sensory circuits program.

The Senior Administrator also has financial responsibilities and works in the school office liaising with parents and visitors throughout the week.

In addition, the school has a caretaker, cleaner, midday meals supervisors, and Wrap around care staff, including an After Schools Coordinator.



Parents and the Community

The School maintains strong links with the local community including the local church and preschool providers.

We benefit financially from a good "Friends of Fleet Wood Lane School" PTA who arrange events to assist with raising money to enhance the lives of our children for example, discos, ice pop Fridays, bingo and spring fairs to name a few. After the isolation from the pandemic, it is good to be able to invite parents back to assist with reading, accompanying educational visits and sporting activities.

The school retained its 'Good' outcome as a result of our Ofsted inspection of January 2018 – one of only seven schools in South Holland to achieve a third consecutive judgement of 'Good' at the time.

Facilities and Location

Fleet Wood Lane School is located in the south of Lincolnshire, two miles from the small town of Holbeach and ten miles from the market town of Spalding. The school opened in 1877, as a result of which, the site comprises a combination of old and new buildings, one of which is currently a mobile classroom/portacabin. This has presented challenges in terms of creating a stimulating and creative learning environment for our pupils; however, Lincolnshire County Council have begun setting motions in place to have this replaced with a permanent new building over the next two years.

The School site is relatively small, is surrounded by open fields and situated in a conservation area with several trees having Tree Preservation Orders (TPO) on them.

Internally, we have 7 dedicated classrooms, a library area, a pastoral room, and a hall as well as many small intervention areas, a staff room and a meeting room.

Externally, we have an environmental area, school garden, trim trail, 2 outdoor classrooms, a den building area, an outside gym, a pond and a fire pit amongst other facilities. We have one member of staff recently trained as a level 1 forest school practitioner, eager to increasingly use these fantastic outdoor facilities.





Headteachers Job Description

Purpose of Job:

Duties:

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.

Main Purpose:

The Headteacher will provide professional leadership vision and strategic direction for the school in order to maintain and develop the schools ethos which enables pupils and teachers to achieve effective learning. The Headteacher will ensure that the schools aims and objectives are implemented in accordance with the policies of the governing body and national and local education strategy.

Section 2: Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's 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 the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers:

- 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

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- 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 – Head Teacher

Your application will be judged on its relevance to the following person specification.

Requirements	Essential	Desirable	Measured
Qualified Teacher Status (QTS)	X		A
Significant and successful senior leadership experience within a primary school	X		A, I
Evidence of proactively pursuing continued professional development and being a lifelong learner	X		A, I
Experience across the whole primary provision including the Foundation Stage	X		A, I
NPQH		X	A
Current safeguarding training	X		A
Enhanced DBS clearance	X		A
Ability to demonstrate commitment to safeguarding and promoting the welfare of children	X		A, I, T, P
Having fully supportive references	X		A
Evidence of actively maintaining a safe and well-ordered school environment	X		A
Current Safer Recruitment Training		X	A
Have an excellent understanding of the primary curriculum across all Key Stages including the Foundation Stage	X		A,T,I,P
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		A,I,P
Lead by example with integrity, inspiration, resilience and creativity; drawing on their own experience and skills of staff and governors	X		A, T, I, P

Requirements	Essential	Desirable	Measured
A commitment to embrace the distinctive ethos of the school and continue to embed its values	X		A, T, I, P
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		A, I
Ability to continue and further develop the wider curriculum in order to nurture the “whole child”	X		A, I, P
Ability to provide constructive feedback to staff and children that promotes next step development whilst recognising achievement	X		A & T
Clear understanding of the SEN Code of Practice and proven experience of supporting children in overcoming barriers to learning	X		A, I
Evidence of creating a culture which nurtures the personal, social and emotional development of each child	X		A, T, I, P
Commitment to respond to the voice of the child	X		A, T
Committed to aspirational educational standards for all pupils and staff	X		A, T, I, P
Demonstrates the ability to be inspiring and motivating	X		A, I, T, P
Evidence of identifying and developing emerging talent and leadership ability	X		A, I
Values mutual support and respect, fostering strong working relationships and building effective teams	X		A,I,T,P
Abreast of the latest educational developments and research	X		A, I, P
Evidence of understanding the impact of budgets, resources and financial planning on school sustainability.	X		A,I
A proven track record of building positive relationship with all members of the school community.	X		A,I
A commitment to promote diversity, equality and inclusivity	X		A, T, I,
A commitment to proactively foster parental engagement.	X		A,I
Able to maintain and develop opportunities for partnerships with parents, other schools, local churches and other community groups	X		A,I,P

Requirements	Essential	Desirable	Measured
Evidence of encouraging the personal and professional development of all staff	X		A, P
Able to build upon our last OfSTED inspection outcome	X		A, T,I,P
Welcomes support and challenge from the Governing Body and actively supports the governors to deliver their functions effectively	X		A, I
Experience of an OFSTED inspection at leadership level		X	A
Reflective - able to build on the current strengths of the school	X		A, T, I, P
Be approachable and accessible	X		A, T, I, P
Be an excellent communicator and have strong interpersonal skills (written, verbal and aural) and resilience to engage the whole school community	X		A, T, I, P

*A=Application Form T=Test/Assessment I=Interview P=Presentation

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.

The Application Process



To find out more about our wonderful school, please look on our school website:-

www.fleetwoodlane.com where you will find key information and details of our school policies and practice.

Visiting the school

Arranged visits are strongly encouraged.

Please contact our Senior Administrator—Sonia Reid—01406 423351 to book an appointment for a tour.

Applying for the Post

Applicants are asked to submit an application using the Lincolnshire Form, all details are available on our school website. www.fleetwoodlane.com

Your letter of Application

Application forms should be completed in line with the Person Specification and job description.

Completed applications should be submitted to:
martin.bamforth@fleetwoodlane.lincs.sch.uk

Closing Date for Applications: **5pm Thursday 19th May 2022**

Shortlisting: **Friday 20th May 2022**

Interview Date: **Wednesday 25th May 2022**

Fleet Wood Lane school is committed to safeguarding and promoting the welfare of the children and young people. We expect staff and volunteers to share this commitment.

The successful candidate will be subject to an enhanced DBS check and satisfactory references.



Recruitment Privacy Notice

Fleet Wood Lane School is known as the “Controller” of the personal data you provide to us.

The purpose of this privacy notice is to tell you 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 process personal data about you in order to assess your eligibility to work with us and to make a decision about your recruitment and employment. Most specifically, this will include but is not limited to the following:

- Assessing your skills, qualifications and suitability for a role within the school
- Carrying out background and reference checks, where applicable
- Communicating with you about the recruitment process
- Maintaining records relating the recruitment process
- To comply with legal regulatory requirements e.g. Safer Recruitment

We will not collect any personal data that we do not need and as far as is reasonable and practicable will ensure that the information recorded is accurate and up to date.

What Personal data do we collect?

The personal data we collect includes:

- 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 opinion
- 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?

This information is collected in the following ways:

- Provided to us directly by you through the application form and interview
- From your named referees

Who do we share your data with?

We will only share information when it is necessary to do so for the purpose of recruitment and in accordance with the law. Where necessary, we will share your data with organisations that deliver services behalf of the school.

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

- Disclosure and Barring Service
- Occupational Health Provider
- Previous employers and other individuals identified as capable of giving reference
- Professional advisors and consultants involved in the recruitment exercise

How long do we keep your data for?

We are required to retain your personal data for as long as necessary, after which it will be securely destroyed in line with the school's retention policy. Retention periods can vary and will depend on various criteria including the purpose of processing, regulatory and legal requirements, and internal organisational needs. Retention periods do recruitment are six months from shortlisting of candidates.

How do we keep your data safe?

Access to information is strictly controlled based on the role of the professional. All staff are required to undertake regular data protection training. Your personal data is not processed outside of the EU by the school.

Your Rights

You have a number of rights which relate to your personal data.

You are entitled to request access to personal data we hold about you and you can also request a copy.

You can also request that we correct any personal data we hold about you that you believe is inaccurate.

You can request that we erase your personal data and request that we stop processing all or some of the personal data we hold.

We are obliged to consider and respond to any such request within one calendar month.

To exercise any of your rights please contact the schools Data Protection Office, contact details below:



Further Information

If you wish to make a request or make a complaint about how we have handled your data please contact:

- Data Protection Office at joe.lee@ark.me.uk
- Or by email to enquiries@fleetwoodlane.lincs.sch.uk

Alternatively , you can contact the school by writing to

The Headteacher
Fleet Wood Lane School
Fleet
Spalding
Lincolnshire
PE12 8NN

If you are not satisfied with our response or believe we are not processing your personal data in accordance with the law you can complain to the Information Commissioner's Office (ICO)

www.ico.org.uk

