



Partney Church of England Primary School

Headteacher Application Pack

# Welcome

Dear Applicant,

We are delighted that you are exploring the possibility of applying to be Headteacher at Partney CofE Primary School.

We are very proud of our school and all that it stands for. Our team of staff are dedicated to both the personal and academic development of the children as well as providing a caring, nurturing and supportive environment. The children treat each other with respect and kindness and are encouraged to engage fully in all aspects of school life.

We are currently in a temporary 'soft' federation with St Michaels CofE Primary School. Our Executive Headteacher is Ms Sarah Addison.

The candidate we are looking for needs to be someone who can continue to provide stability, be able to create, and maintain a good working environment for both staff and pupils, take the tough decisions and be imaginative and innovative, but most importantly ensure that the focus is on the pupils and their achievement and well-being to ensure that our school is the best that it can be.

Partney CofE Primary school has an experienced, active and supportive Governing Body with a wide range of skills, who are very ambitious for the school to deliver the best education whilst developing a working relationship and communications with the wider community.

Our ambition is for an inspirational educator and leader to join us. Someone who shares our values and ethos. Someone who will build on what we cherish and do today whilst challenge, help shape and lead us into the future. Someone who shares our passion and care for the school, the children, the staff and the community.

If you are a successful, experienced leader with a proven track record looking for your next step or an existing Headteacher ready for a new challenge we would be delighted to hear from you. I warmly encourage you to visit our school so that you can experience for yourself the positive learning atmosphere that our pupils and staff excel within.

We hope the information in this pack will be helpful to you and conveys exactly what we are looking for. An exceptional leader who shares our vision and is fully committed to working in partnership for the benefit of our community. If you would like to arrange a visit to our school please contact Mrs Sue Belton, Chair of Governors on 07879 296209 or e-mail [sue.belton@partney.lincs.sch.uk](mailto:sue.belton@partney.lincs.sch.uk)

Thank you for your interest in Partney CofE Primary School and this role. On behalf of the Governing Body, we very much hope to receive your application.

Yours faithfully

Chair of Governors

Partney CofE Primary School



Dear Applicant,

Thank you for your interest in the position of Headteacher at Partney Church of England Primary School.

As a headteacher of a church school, you will be able to access a breadth of support services from both the Local Authority and the Lincoln Diocesan Board of Education (LDBE).

You will be warmly welcomed into the church school family. In the family, there is the diocesan education team and there are 142 Church of England schools and academies in the diocese of Lincoln. Each year, we hold the Church Schools Festival in Lincoln Cathedral for all Y6 pupils, staff and volunteers. This is a very special 'family' occasion and you of course would be most welcome to join us at this event if you are appointed.

When you start in your new post, we will ensure that a diocesan education adviser is allocated to you and in conjunction with the LA, we will arrange for you to have an experienced church school headteacher to mentor you in the first year of your new post.

The diocese will invite you to engage in a range of activities to support you in your leadership role. They include:

- A diocesan development day for new church school headteachers
- Termly headteacher briefings
- Informal and bespoke support and advice from a named diocesan adviser and church school head mentor
- An annual adviser visit to help you further develop church school effectiveness
- Headteacher performance management support from a church school perspective
- School Improvement support
- Training, courses and conferences on a range of themes for yourself and leaders at all levels. Themes include SIAMS, RE, Collective Worship, Vision and church school distinctiveness and effectiveness. For a more detailed overview of the diocesan support on offer, please visit the diocesan website at [www.lincolndiocesaneducation.com](http://www.lincolndiocesaneducation.com) where you will find the diocesan service level agreement and a range of other resources and materials

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I hope this letter gives you an overview of the breadth of support available to complement the support offered by the Local Authority, teaching school hub and Governing Board.

Thank you again for your interest in the post and we look forward to receiving your application.

Yours sincerely

*Paul JE Thompson*

Canon Paul Thompson

Diocesan Director of Education.

**12<sup>th</sup> February 2026**

MS/HO-S/CS

Dear Applicant

**Working in Lincolnshire**

Thank you for considering applying to the post of headteacher in one of our Lincolnshire maintained schools.

We are a predominantly rural county, and our councillors are committed to supporting our maintained schools, which they believe are at the very heart of our communities.

Our commitment to our schools is demonstrated through a range of opportunities, such as a comprehensive new headteacher induction programme, regular support from an Education Locality Lead, termly leadership meetings for information sharing and development, easy accessible officers across children's services and free training opportunities for district and county wide focus priorities.

We have an excellent teaching school hub based in our county who provide general and bespoke training and we also work closely with the Lincoln Diocese to support our church schools.

I hope you will find time to visit the school and wish you success with your application.

Yours sincerely,



Matt Spoors Head of Service, School Standards – Children's Education

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County Offices, Newland  
Lincoln LN1 1YL  
[www.lincolnshire.gov](http://www.lincolnshire.gov)

# Values, Vision and Ethos

## Compassion - Curiosity – Courage!

Our small school community welcomes everyone and aspires to meet the needs of all through Christian values, high expectations and compassionate support. We strive to create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

Jesus answered, “ Love the Lord your God with all your heart, with all your soul, and with all your mind.’ This is the greatest and the most important commandment. The second most important commandment is like it: ‘Love your neighbour as you love yourself.’ Matthew 22:v.37-40

At Partney Church of England Primary School we aim to:

- Nurture an understanding of Christianity and respect for world faiths;
- Work collaboratively and in partnership with the local community, Church and external agencies;
- Encourage all members of our school family to show care and respect, sharing responsibility for our School, our Church and the wider community;
- Provide a happy, secure and stimulating school, which encourages positive attitudes to learning and independence;
- Develop a sense of personal worth, equality and inclusion, all of which are underpinned by Christian Values and the Greatest Commandment;
- Provide a broad, balanced and creative curriculum, linking together areas of learning.
- Develop enquiring minds and the ability and desire to become lifelong learners.
- Instil a responsible, compassionate attitude towards the environment and sustainability.
- Promote wellbeing amongst our School Community, so that everyone feels valued.

The school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.

The School aims to serve its community by providing an education and personal development of the highest quality within the context of a Christian School Family.

The School encourages understanding of and respect for all world faiths while offering Christian values to all its pupils. These values are based on our interpretation of Matthew 22: 37-40.



# The School



# Partney



Partney is a small village and civil parish in the East Lindsey district of Lincolnshire, England. It is situated 3 miles (4.8 km) north of Spilsby, and in the Lincolnshire Wolds. The village was the birthplace of Henry Stubbe, the noted 17th-century Intellectual.

The existence of a Saxon Monastic house in Partney is known only from two references in Bede's *Historia ecclesiastica gentis Anglorum* (*The Ecclesiastical History of the English People*) of 731.

The East Coast resorts of Skegness, Ingoldmells, Chapel St. Leonards are easily accessible from Partney as is the delightful market town of Louth. .

Partney has a thriving community but has kept its charm and friendly nature and prides itself on its community spirit.





# Governors' Strategic Plan 2023 – 26

## Vision:

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian values and compassionate support. We strive to create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging, exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

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## Strategic Goals:

Governors will

- secure the best leadership model for the school's needs
- be assured the most effective curriculum is in place, enabling all pupils to make good progress from their starting points
- be assured Partney School is an inclusive, effective, safe learning environment for all
- be assured that the right actions are being taken to improve overall school attendance
- be assured the funding is used to greatest effect for school development whilst remaining solvent
- be assured that all staff can undertake their work effectively and efficiently
- be skilled in their monitoring to be assured Partney is an effective school for the children in their care

# Governors' Strategic Plan 2023 – 26

| Strategic area | Links to SDP and LA's priorities | Commitments by the Board to secure the future and flourishing of Partney Aided Primary School   |
|----------------|----------------------------------|---|
| Leadership     | SDP 1,2,3                        | <p><b>Governors will secure the best leadership model for the school's needs</b></p> <p>They will:</p> <ul style="list-style-type: none"> <li>*explore opportunities for federations and academisation within the locality</li> <li>*liaise with local schools with a view to developing these opportunities further, to establish a successful partnership whilst preserving the individuality of the schools involved.</li> <li>*explore alternatives and act on them in a timely manner if a federation proves to be an inappropriate course for Partney</li> </ul> <p>In the interim, Governors will:</p> <ul style="list-style-type: none"> <li>*meet / converse with the SLT regularly for updates</li> <li>*assure interim Exec. Head / Head of School model is working well and expectations of high-quality teaching and learning are being met</li> <li>*offer support where required</li> <li>*review and regularly monitor the school's staffing structure, roles and responsibilities to ensure the ongoing development and successful monitoring of all curriculum areas and the progression of all pupils in these areas</li> <li>*report back to FBG</li> </ul> |
| Curriculum     | SDP Priority 1, 2 and 3          | <p><b>Governors to be assured the most effective curriculum is in place, enabling all pupils to make good progress from their starting points</b></p> <p>Governors will execute regular monitoring visits with subject focus to:</p> <ul style="list-style-type: none"> <li>*conduct joint learning walks with SLT/LA</li> <li>*assure the smooth implementation of the new curriculum; that it is coherently planned and sequenced and meets the needs of all pupils</li> <li>*assure all pupils are responding well to the Reading, Writing and Maths teaching and learning due to progress being made to the SDP priorities</li> <li>*assure the needs of pupils who are falling behind expected progress are being met and interventions are working</li> <li>* assure Christian and British Values and the Protected Characteristics are embedded across the curriculum and in the school environment</li> <li>*report back to Governors at FBG meetings</li> </ul>  |

# Governors' Strategic Plan 2023 – 26

|  |             |   |
|--|-------------|---|
| SEND                                   | SDP 1 and 3 | <p><b>Governors to be assured Partney School is an inclusive, effective learning environment for all</b></p> <p>SEND Governor will execute regular monitoring visits to:</p> <ul style="list-style-type: none"> <li>*conduct joint learning walks with SLT/LA</li> <li>*assure the additional needs of SEND pupils are being met and interventions are encouraging progress</li> <li>*assure full inclusion of all SEND pupils</li> <li>*assure appropriate progress being made by all SEND pupils across the curriculum</li> <li>*assure resource needs of SEND pupils are being met</li> <li>*report back to Governors at FBG meetings</li> </ul> |
| Safeguarding & Health and Safety       |             | <p><b>Governors to be assured Partney School is a safe environment for all</b></p> <p>Safeguarding Governor (Sue Belton) will:</p> <ul style="list-style-type: none"> <li>*execute regular Safeguarding visits throughout the year</li> <li>*assure Safeguarding procedures and policies are being followed</li> <li>*assure the online incident log is being used effectively</li> <li>*assure safeguarding training and PREVENT training is up-to-date and relevant</li> <li>*report back to Governors at FBG meetings</li> </ul>   |
| Pupils Numbers, attendance, well-being |             | <p><b>Governors to be assured that the right action is being taken to improve overall school attendance</b></p> <p>Attendance Governor will:</p> <ul style="list-style-type: none"> <li>*execute regular Safeguarding visits throughout the year, monitoring progress towards milestones on SDP.</li> <li>*monitor pupil numbers and weekly attendance</li> <li>*ensure appropriate action is being taken re. persistent absentees</li> <li>* monitor the effectiveness of attendance incentives</li> <li>* talk with families to ascertain their hopes and dreams for their children's school</li> </ul>   |
| Finance and resources                  |             | <p><b>Governors to be assured the funding is used to greatest effect for school development whilst remaining solvent</b></p> <p>Finance Governor (Alan Howe) will:</p> <ul style="list-style-type: none"> <li>*hold regular meetings to scrutinise the budget throughout the year with SBM and report to FBG</li> <li>*monitor the resource implications of the actions plans and Pupil Progress meetings</li> </ul>  |

# Governors' Strategic Plan 2023 – 26

|            |                                   |  |
|------------|-----------------------------------|--|
| Staff      | SDP 2                             | <p><b>Governors to be assured that all staff can undertake their work effectively and efficiently</b></p> <p>Nominated Staff welfare governor will:</p> <p>Speak with staff regularly to check on welfare, work-life balance and their developing role and report back to FBG.</p> <p>Support to be offered by GB where needed</p>   |
| Governance | SDP 1,2,3<br>LA Points 2, 3 and 4 | <p><b>The Governing Board will be skilled in their ability to offer strategic direction through regular training, monitoring and evaluation to be assured Partney is an effective school for the children in their care</b></p> <p>All governors will carry out regular training to update skills and knowledge in accordance with the training schedule. Attendance at 'Specialist' training and Briefings will be shared with all governors at FGB meetings</p> <p>The Chair will:</p> <ul style="list-style-type: none"> <li>*monitor that every Governor undertakes their role and reports to FGB, clear in the knowledge and understanding of the Governance Code of Conduct and the Nolan Seven Principles</li> <li>*ensure all governors are engaging in regular and relevant training</li> <li>*ensure training undertaken by the FGB covers a wide range of areas and skills gaps are filled</li> </ul> |



# Appointment Process

This appointment process is for a full time permanent head teacher.

## Salary:

The scale is set between L6 and L12 on the leadership pay spine and will be determined according to the skills and experience of the successful candidate.

Number on roll: 71

The start date is September 2026

## Visits

You are most welcome to visit the school as part of your consideration and in advance of applying.

Please note that all visits will be informal and will not be part of the selection process and will not have any bearing on our short-listing interview selection and recruitment process.

Please contact Mrs Sue Belton, Chair of Governors , Partney CofE Primary School on 07879 296209 or e-mail; [sue.belton@partney.lincs.sch.uk](mailto:sue.belton@partney.lincs.sch.uk)

## Timeline

Closing Dates for applications: Monday 9<sup>th</sup> March at 12noon

Shortlisting: Thursday 12<sup>th</sup> March 4.45pm

Interview date: Friday 20<sup>th</sup> March

Shortlisted candidates will be informed of the schedule for the interview process and what they need to prepare for the interview.

## Applications

Please apply using the application form. CVs are not acceptable. Along with your application form please include a letter of application ( no more than two pages) to tell us about you and why you are suitably experienced for the post. Please return your application to Mrs S Belton, Chair of Governors , Partney Church of England Aided Primary School, Maddison Lane, Partney, SPILSBY, Lincs, PE23 4PX Telephone: 07879 296209 or email [sue.belton@partney.lincs.sch.uk](mailto:sue.belton@partney.lincs.sch.uk)

## Interview Process

Selection activities will be conducted over one day and carried out by a selection panel of Governors on behalf of the full Governing Body.

Both the Diocese and the local authority will be supporting the process. A member of the panel has undertaken training on Safer Recruitment.

## Safeguarding

Our school has an equal opportunities policy for selection and recruitment associated with our safeguarding policy. The school is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share our commitment.

Offers of employment are subject to a satisfactory enhanced DBS disclosure and other pre-employment checks , including references.

# Headteacher Job Description

## Introduction

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation's schools.

Parents and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The headteachers' standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.

The (2020 standards, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built.

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

The first section of the headteachers' standards outlines the ethics and professional conduct expected of headteachers. This is developed from part 2 of the teachers' standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of headteachers.

The second section sets out 10 headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the standards; the numbering below is only to aid identification.

- School culture (builds on teachers' standard 1)
- Teaching (builds on teachers' standards 2 and 4)
- Curriculum and assessment (builds on teachers' standards 3 and 6)
- Behaviour (builds on teachers' standard 7)
- Additional and special educational needs (builds on teachers' standard 5)
- Professional development (some match to teachers' standard 4)
- Organisational management
- School improvement
- Working in partnership
- Governance and accountability

## JOB DESCRIPTION

|   |   |
|---|---|
| <b>Director Area: Schools</b>   | <b>Job Ref Number:</b>  |
| <b>Service Area: School name</b>  | <b>Grade: L</b>   |
| <b>Job Title: Headteacher</b>   |   |
| <p><b>PURPOSE OF JOB:</b></p> <p><b>Duties</b></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><b>Main Purpose</b></p> <p>The Headteacher will provide professional leadership, vision and strategic direction for the schools in order to maintain and develop the school's ethos/Christian character 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> |   |
| <b>MAIN DUTIES:</b>   |   |
| 1.  | <p><b>School culture</b></p> <ul style="list-style-type: none"> <li>• establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community</li> <li>• create a culture where pupils experience a positive and enriching school life</li> <li>• uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life</li> <li>• promote positive and respectful relationships across both school community and a safe, orderly and inclusive environment</li> <li>• ensure a culture of high staff professionalism</li> </ul> |
|   |   |

# Headteacher Job Description

|    |  |
|----|--|
| 2. | <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains</li> <li>• ensure effective use is made of formative assessment</li> </ul>  |
| 3  | <p><b>Curriculum and assessment</b></p> <ul style="list-style-type: none"> <li>• ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught</li> <li>• establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities</li> <li>• 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</li> <li>• ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum</li> </ul> |
| 4  | <p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy</li> <li>• implement consistent, fair and respectful approaches to managing behaviour</li> <li>• ensure that adults within the school model and teach the behaviour of a good citizen</li> </ul>   |
| 5  | <p><b>Additional and special educational needs and disabilities</b></p> <ul style="list-style-type: none"> <li>• ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities</li> <li>• establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively</li> <li>• 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</li> <li>• ensure the schools fulfil their statutory duties with regard to the SEND code of practice</li> </ul>                               |
|    |  |



# Headteacher Job Description

|   |   |
|---|---|
| 6 | <b>Professional development</b> <ul style="list-style-type: none"> <li>• ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs</li> <li>• 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</li> <li>• ensure that professional development opportunities draw on expert provision from beyond the federation, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning</li> </ul> |
| 7 | <b>Organisational management</b> <ul style="list-style-type: none"> <li>• ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care</li> <li>• prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds</li> <li>• ensure staff are deployed and managed well with due attention paid to workload</li> <li>• establish and oversee systems, processes and policies that enable the schools to operate effectively and efficiently</li> <li>• ensure rigorous approaches to identifying, managing and mitigating risk</li> </ul>  |
| 8 | <b>Continuous school improvement</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the context of each school</li> <li>• ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time</li> </ul>   |
| 9 | <b>Working in partnership</b> <ul style="list-style-type: none"> <li>• forge constructive relationships within and beyond the federation, working in partnership with parents, carers and the local community</li> <li>• commit their federation to work successfully with other schools and organisations in a climate of mutual challenge and support</li> <li>• establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils</li> </ul>   |
|   |   |

|   |  |
|---|--|
| 10  | <p><b>Governance and accountability</b></p> <ul style="list-style-type: none"> <li>• understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility</li> <li>• establish and sustain professional working relationship with those responsible for governance</li> <li>• ensure that staff know and understand their professional responsibilities and are held to account</li> <li>• ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties</li> </ul> |
| <p><b>General</b> - The postholder is expected to work to carry out the duties in accordance with the school's policies and procedures.</p> <p><b>Other Duties</b> - 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.</p> <p><b>Safeguarding</b> -. 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.</p> |  |

# Headteacher 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 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. These criteria will be assessed using evidence from your application form, formal interview, interview tasks and references.

| Essential  | Desirable   |
|--|---|
| <b>Qualifications and Experience</b>   |   |
| <ul style="list-style-type: none"> <li>Successful experience of working in a challenging and diverse community</li> </ul>  | <ul style="list-style-type: none"> <li>NPQH</li> </ul>  |
| <ul style="list-style-type: none"> <li>Qualified Teacher Status (QTS)</li> </ul>   | <ul style="list-style-type: none"> <li>Experience of working with church schools</li> </ul>   |
| <ul style="list-style-type: none"> <li>Significant and successful senior leadership experience within a primary school</li> </ul>                                |   |
| <ul style="list-style-type: none"> <li>Evidence of proactively pursuing continued professional development and being a lifelong learner</li> </ul>               |   |
| <ul style="list-style-type: none"> <li>Experience across the whole primary provision including the Foundation Stage</li> </ul>                                   |   |
| <b>Safeguarding Children</b>   |   |
| <ul style="list-style-type: none"> <li>Current safeguarding training</li> </ul>  | <ul style="list-style-type: none"> <li>Current safer recruitment training</li> </ul>  |
| <ul style="list-style-type: none"> <li>Enhanced DBS clearance</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Ability to demonstrate commitment to safeguarding and promoting the welfare of children</li> </ul>                        |   |
| <ul style="list-style-type: none"> <li>Evidence of actively maintaining a safe and well-ordered school environment</li> </ul>                                    |   |
| <b>Qualities of Knowledge</b>  |   |
| <ul style="list-style-type: none"> <li>Have an excellent understanding of the primary curriculum across all Key Stages including the Foundation Stage</li> </ul> | <ul style="list-style-type: none"> <li>Clear understanding of the SEN Code of Practice and proven experience of supporting children in overcoming barriers to learning</li> </ul> |

# Headteacher Person Specification

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>A person who will play a key part in the spiritual development of the school and wider community</li> </ul> |
| <ul style="list-style-type: none"> <li>Lead by example with integrity, inspiration, resilience and creativity; drawing on their own experience and skills of staff and governors</li> </ul>                         |  |
| <ul style="list-style-type: none"> <li>A commitment to embrace Christian ethos and continue to embed the church school values.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>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</li> </ul>             |  |
| <ul style="list-style-type: none"> <li>Ability to continue and further develop the wider curriculum in order to nurture the “whole child”</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>A person who understands the distinctive nature of a Church School</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Ability to provide constructive feedback to staff and children that promotes next step development whilst recognising achievement</li> </ul>                                 |  |
| <b>Pupils and Staff</b>   |  |
| <ul style="list-style-type: none"> <li>Evidence of creating an environment which enables the personal, social and emotional development of each child in order to optimise learning potential</li> </ul>            |  |
| <ul style="list-style-type: none"> <li>Committed to aspirational educational standards for all pupils and staff</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Demonstrates the ability to be inspiring and motivating</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>Evidence of identifying and developing emerging talent and leadership ability</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>Values mutual support and respect, fostering strong working relationships and building effective teams</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Abreast of the latest educational developments and research (nationally and internationally)</li> </ul>  |  |



# Headteacher Person Specification

| Systems and Processes   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Evidence of understanding the impact of budgets, resources and financial planning on school sustainability.</li> </ul>                                       |  |
| <ul style="list-style-type: none"> <li>A proven track record of building positive relationship with all members of the school community.</li> </ul>   |  |
| The Self Improving System   |  |
| <ul style="list-style-type: none"> <li>A commitment to proactively foster parental engagement.</li> </ul>   | <ul style="list-style-type: none"> <li>Experience of a SIAMs inspection at leadership level</li> </ul>   |
| <ul style="list-style-type: none"> <li>Able to maintain and develop opportunities for partnerships with parents, other schools, local churches and other community groups</li> </ul>                | <ul style="list-style-type: none"> <li>Experience of an OFSTED inspection at leadership level</li> </ul> |
| <ul style="list-style-type: none"> <li>Ability to maintain and build on existing international links and relationships</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>Evidence of encouraging the personal and professional development of all staff</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Able to build upon our last OfSTED inspection outcome</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>Successful participation in collaborative partnerships with other schools and academies as part of the peer review process</li> </ul>                        |  |
| <ul style="list-style-type: none"> <li>Welcomes support and challenge from the Governing Body and actively supports the governors to deliver their functions effectively</li> </ul>                 |  |
| Personal Attributes   |  |
| <ul style="list-style-type: none"> <li>Dedicated, child centred and with a sense of humour.</li> </ul>  | <ul style="list-style-type: none"> <li>Evidence of church and community involvement</li> </ul>           |
| <ul style="list-style-type: none"> <li>A commitment to uphold and promote the school's Christian ethos and life</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Reflective - able to build on the firm existing base, valuing work already done</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>Be approachable and accessible</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Be an excellent communicator and have strong interpersonal skills (written, verbal and aural) and resilience to engage the whole school community</li> </ul> |  |

Proud to be .....



# Privacy Notice for Applicants

Taken from the Lincolnshire County Council Privacy Notices—Education and Skills

## Why we collect information about you

- for processing school admissions and exclusions
- curriculum development and provision of extra-curricular services such as music services and performing arts
- to provide education welfare services for children missing education and children receiving elective home education
- to support the learning needs of children and young people who may, or may not, have special educational needs
- to provide access to education for ethnic minorities and travellers
- supporting the management of schools
- teacher development
- investigating and prosecuting non-school attendance
- for processing school meal applications
- to provide careers advice and developing employment skills
- to provide advice and support to parents, schools and governors
- compliance with regulatory/inspection regimes, such as Ofsted
- improving service performance
- reporting and completion of statutory returns to central government

## What type of information we may collect

- name, date of birth, address and other contact details
- unique identifiers such as pupil reference number
- educational history including attendance and achievement
- history of professional involvement such as early help, social care and Special Educational Needs (SEN), team around the child plans, child in need plans or a child protection plan
- financial information

We may also process some special category (sensitive) data such as:

- race or ethnic origin
- physical or mental health details
- religious or philosophical beliefs
- sex life and sexual orientation



# Privacy Notice for Applicants

## Lawful bases for processing information about you:

- necessary to comply with a legal obligation
- necessary to perform a task carried out in the public interest or in the exercise of official authority
- necessary for reasons of substantial public interest

## How we may collect your information

- provided to us directly by you
- provided by another individual, such as a parent or carer
- provided by professional organisations such as schools, OFSTED, training providers
- Department for Education and other local authorities
- provided by the National Governors Association (NGA), inspiring governors, teaching schools and national and local leaders of governance.

## Who we may share your information with

- schools, including maintained schools, academies, independent and special schools
- post-16 education and training providers
- partner organisations, which may include National Health Service (NHS), health visitors, midwives, police, doctors and mental health workers
- other local authorities
- voluntary and charitable organisations
- further education colleges and sixth form colleges
- early years providers in the maintained, private, voluntary and independent sectors that are funded by the local authority
- behaviour outreach support services
- Disclosure and Barring Service
- courts and tribunals

## How long we hold your information for:

- We are required to retain your information for as long as is necessary, after which it will be securely destroyed.
- Further information on retention periods is available through our customer privacy notice.
- You have several rights in relation to the information that the council holds about you. For information about your rights, when they might apply and how to make a request to exercise them, please see our customer privacy notice.



Thank you for your interest in becoming the next Headteacher of Partney Church of England Primary School

We look forward to receiving your application.

If successful we, the Governing Body, look forward to working with you to take the school forward to be outstanding.

Chair of Governors