

Headteacher Recruitment Pack

May 2023

Saxilby Church of England
Primary School

Contents

2	Welcome from the Chair of Governors
3	Our Ethos, Vision and Values
4	Our Four Pillars – our Aims
6	About our School
7	School Improvement Plan 2022-23
10	Our community – what do our children say?
12	Our Staff
14	Parents' View
15	Ofsted and SIAMS
16	Advert
17	Job Description
22	Person Specification
26	Recruitment Privacy Notice
29	How to Apply



Welcome from the Chair of Governors

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

Over the last few years the children, staff and community have flourished under the outstanding and dedicated leadership of our current Headteacher, Mrs Catherine Stratton, but we now seek a new Headteacher. We are seeking a dynamic and inspirational Headteacher to lead our school on the next stage of its journey.

Our church school is a learning community of children and adults where all are encouraged to Act – Believe – Succeed. At Saxilby we are committed not just to learning but to all the endless possibilities that the gateway of learning offers for all.

At Saxilby relationships underpin the care, ethos and learning that goes on in school and 'the Saxilby Standard' help members of our school community lead lives that impact positively on each other and the wider community.

We hope that this recruitment pack will give you a 'flavour' of 'who we are and what we are about'. Of course there is always more to read on our school website and on Twitter and you are invited to come and visit us. To book a tour or to contact us about specific questions, please email the Clerk to Governors, Mrs Imogen Lemon, whose details are below. I look forward to meeting you.

Dr Daphne Whiteoak

Chair of Governors



Saxilby Church of England Primary School
Highfield Road
Saxilby
Lincoln LN1 2QJ
01522 702669

www.saxilby.lincs.sch.uk

Follow us on Twitter @saxilby_school

School Office Email: enquiries@saxilby.lincs.sch.uk

Clerk to Governors: Mrs Imogen Lemon imogen.lemon@saxilby.lincs.sch.uk

Our Ethos, Vision and Values

Act - Believe - Succeed

At Saxilby we are incredibly proud of our church school distinctiveness. We take great pride in believing that every single member of our school community, the children, the parents, the staff and the wider community all have a wonderful uniqueness with intrinsic value.

As a church school we see this as being made in the image of God, but we also see this as everybody having a special and unique worth, role and purpose to play in the life of our wonderful school and our wider community.

Mission Statement

Our mission statement *Act, Believe, Succeed* summarises our drive, commitment and belief that when we **believe** in our wonderful uniqueness and **act** through living out our four pillars, we will individually and collectively **succeed** as a positive and purposeful community.

Our Vision

Within our church school family, everyone will be empowered to live with wisdom, dignity and hope, flourishing in the fullness of life and leading a positive and purposeful role in an ever-changing global community.



Our vision is our hopeful future for every single member of our school family. We aim to live this vision for every child and every adult we encounter.

Our vision is articulated through our Four Pillars which underpin our curriculum and relationships.

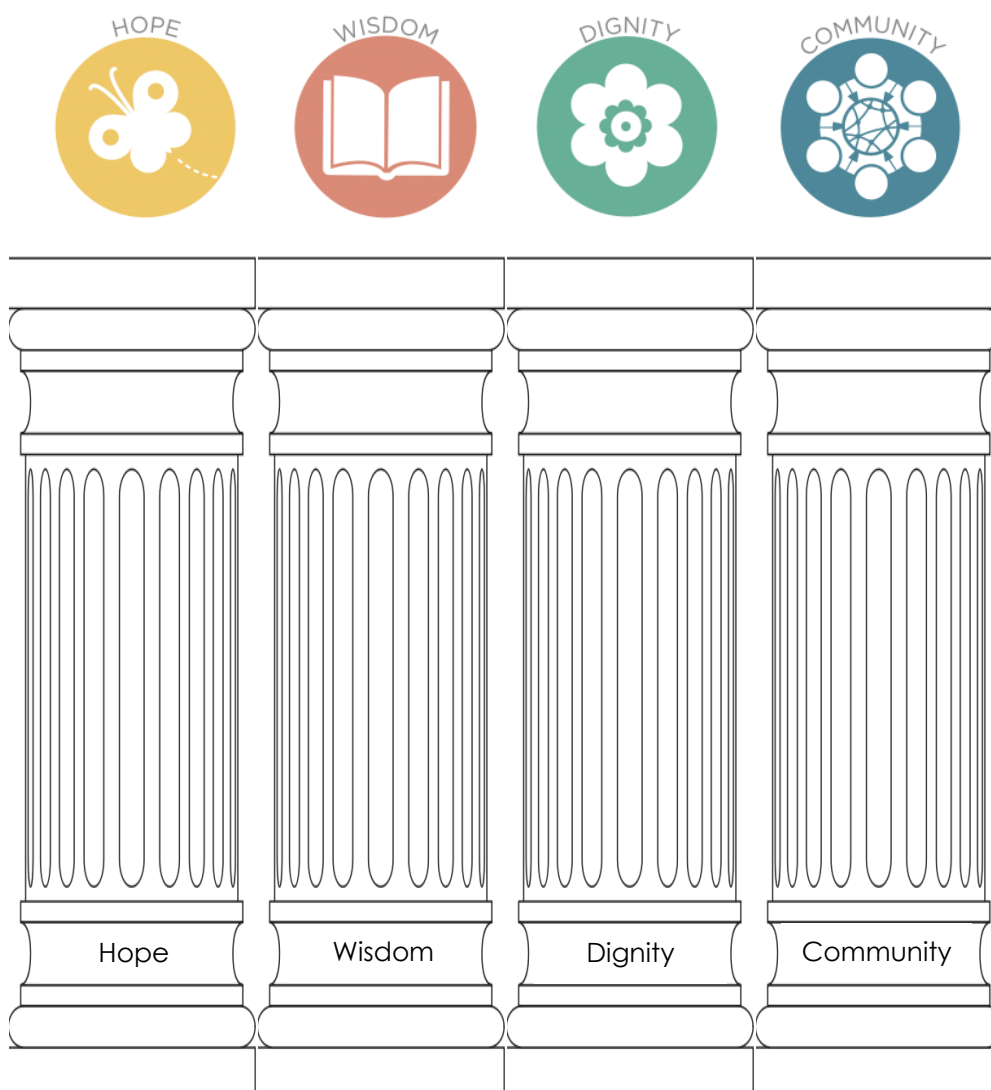
Our Four Pillars – our Aims

To educate for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

To educate for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

To educate for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

To educate for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.



Our valued virtues help us live through our overriding four pillars that drive all we do. Our valued virtues are the qualities that sustain a well-rounded life and a thriving society. Our purpose is to support and facilitate the acquisition and strengthening of these virtues across our school community and beyond.



A key way in which we develop our valued virtues is through our “caught and taught” curriculum which develops: Service, Forgiveness, Compassion, Courage, Thankfulness, Perseverance, Justice and Truthfulness.

Our Curriculum is highly progressive and ensures secure learning of both disciplinary and substantive knowledge. Underpinned by our Four Pillars it is supported by a number of tools including Read Write Inc., Power Maths, Vocabulary Ninja and Teach Computing.

We use Tapestry to record our learning experiences and children and staff share daily life at school through Class Dojo.



About our school

Saxilby is a modern, expanding village six miles north-west of the city of Lincoln. Nestled alongside the ancient Roman canal, the Foss Dyke, which connects the River Trent at Torksey to the River Till at Odda, Saxilby also boasts its own train station making travel here possible by road, train, bus and boat!

Reportedly originally called 'Saxulf's Farmstead' by the Danes, the village is recorded in the Domesday Book of 1086 as 'Ad Saxebi in Lincollescira'. We prefer the easier to pronounce 19th century version, 'Saxilby'!

Saxilby is part of West Lindsey District Council and the wider Lincolnshire County Council. We are a Church of England Voluntary Controlled Primary School within the Diocese of Lincoln family of schools and have links with the parish church of St Botolph's.

Saxilby Church of England Primary School is the only school in the village and so, as the village has grown due to housing developments, the school has expanded, growing to a team of almost 400 pupils and over 60 staff.

The school currently serves pupils aged 4-11; the Number on Roll is 383.

We have a supportive PTA committed to enhancing the experiences of our children. The Governing Body is dedicated to enabling and empowering the Headteacher and Senior Leadership Team and evaluating the impact of decisions made on provision for learning and children's experience of learning at Saxilby.



School Improvement Plan



Saxilby C of E Primary School Our Next Stage of Development ...

2022-2023

Key Focus Areas:



WHAT?

To improve standards in transcription (handwriting & spelling)

WHY?

Monitoring shows that some provision lacks the attention and detail required to ensure the required impact on improving transcription

WHAT/HOW?

We will be using recent research to develop teachers' subject knowledge and pedagogy in this area as well as developing the associated diagnostic, formative and summative assessment.



WHAT?

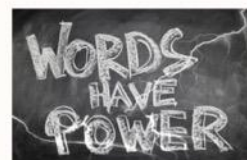
To improve the teaching of tier 2 and tier 3 vocabulary with a specific focus on the prior lower attainers

WHY?

Monitoring shows that our low prior attainers are hindered in their learning journey by a limited vocabulary bank. This development is supported by research as a means to improve outcomes across all areas.

WHAT/HOW?

Staff training and development in using the SEEC (Select, Explain, Explore, Consolidate) model and the introduction of Vocabulary Ninja. Intentional vocabulary teaching will be a key focus.



WHAT?

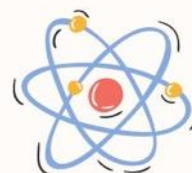
To further improve the effectiveness of formative and summative assessment in non-core subjects

WHY?

Class teachers need to have secure evidence for attainment and progress judgements and subject leaders need to use effective assessment information to improve curriculum design.

HOW?

Focused subject leadership time and support to develop end of unit assessment tasks/challenges and to develop evidence portfolios of learning and standards achieved.



WHAT?

To develop individual CPD pathways to improve the quality of teaching and outcomes for children

WHY?

Our staff team have varying levels of experience, expertise and areas they wish to develop and, in response to staff feedback, we want to personalise training pathways more for all staff groups.

HOW?

Leaders will develop a career stage pathway of training for all staff groups.



WHAT?

To improve the dining experience at lunchtimes.

WHY?

Our taught & caught curriculum needs to permeate every experience we have in school. The attitudes we see in classrooms are not always displayed in the dinner hall. We want the children to have a dining experience at lunchtimes

HOW?

We will develop a dining experience lunchtime, with a team of staff that become trained as Personal Development Coaches.





WHAT?

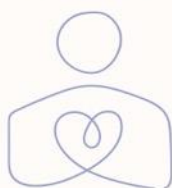
To develop greater opportunities for courageous advocacy through collective worship and across the curriculum

WHY?

It is important for our children to appreciate their role as part of a community; to take responsibility, to be able to look after themselves & to foster an understanding of their importance, impact and influence in the world. Monitoring shows that children's understanding in this area is less developed.

HOW?

Children will be given increased opportunities to be agents of change through developing charity based work and developing a voice to empower decision making and challenge injustice.



WHAT?

To develop the role of the collective worship council across the school

WHY?

Monitoring shows that post-COVID, changes to the school including increased pupil roll and staff turnover has led to changes in the effectiveness of collective worship. We also wish to empower pupil voice within school worship.

HOW?

We will train staff and children in how to effectively plan and deliver worship and what role it has in our church school distinctiveness and personal development curriculum.



Our school community – what do our children say?

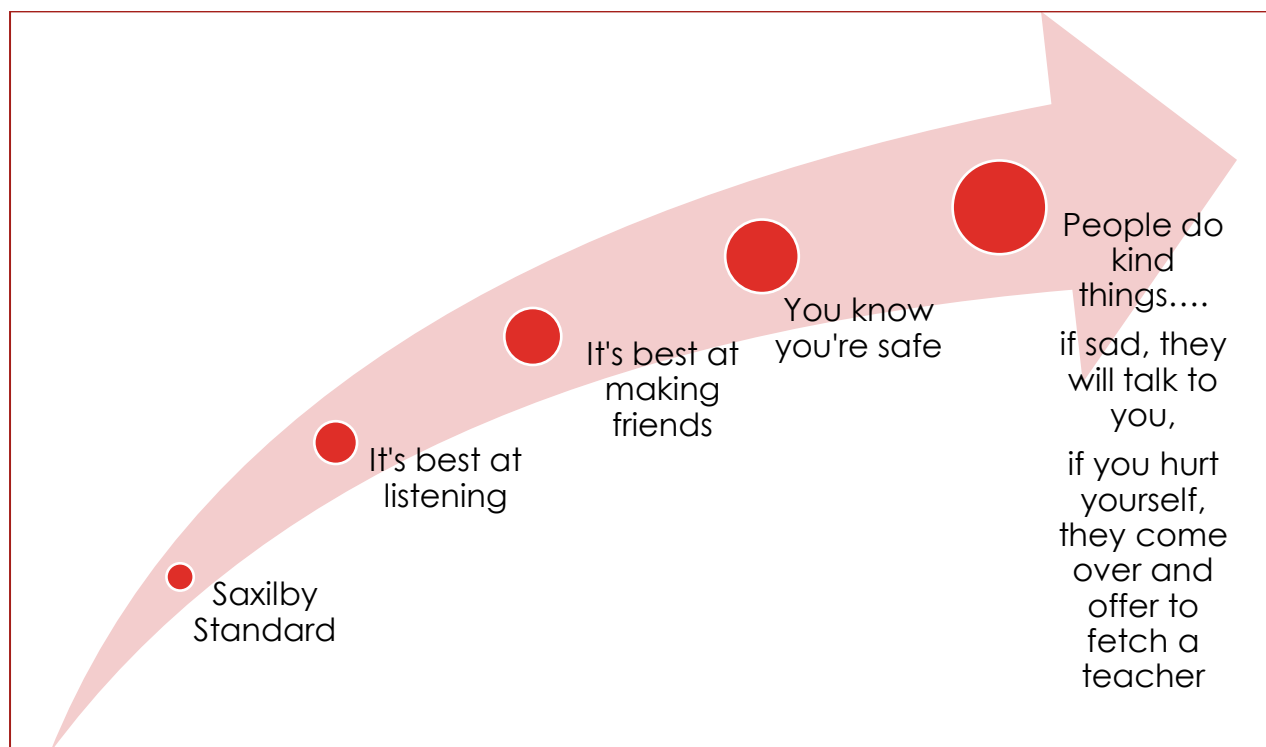
Saxilby Standard

Our children often refer to the 'Saxilby Standard'. What is it? It is living together well and showing each other they care, are ambitious for themselves and each other and take great pride in being part of the school. 'Saxilby Standard' is our 'shorthand' for living out our 'Four Pillars' and encouraging each other to live well together for the benefit of all.



Being safe and well

Governors undertake monitoring visits about different aspects of provision. During a Monitoring Visit on how children feel about school, being safe and what they like about school, pupils' responses included these below.



Extract from Governor Monitoring Visit on Safeguarding, November 2021

Pupil Questionnaire

316 pupils took part in our Pupil Questionnaire in the Spring Term 2023. Below are some of the responses.



I enjoy learning at school

Always	93
Most of the time	125
Sometimes	84
Almost never	9
Never	5



I would recommend this school to a friend moving to the area

Always	208
Most of the time	58
Sometimes	36
Almost never	10
Never	4



I enjoy school

Most of the time	125
Sometimes	84
Almost never	9
Never	5



See some of our learning on
Twitter @saxilby_school



Our Staff

Our staff currently comprises over 60 teaching and non-teaching staff. These include:

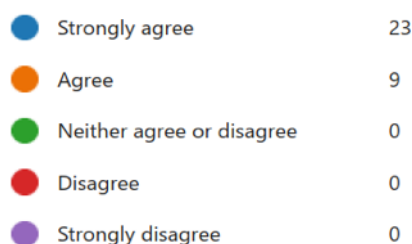
- 17 teachers including a Deputy Headteacher
- A full time Special Educational Needs Co-ordinator
- A large team of teaching assistants and one to one assistants
- A Family Support Worker
- A midday team
- An admin team

The classes are arranged by key stage:

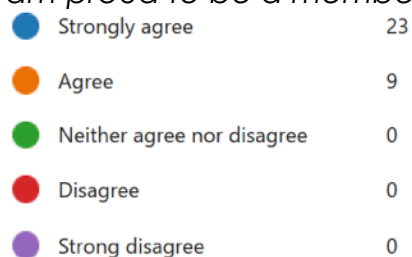
Early Years Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Young Explorers	Year 1	Year 3	Year 5
Reception Class 1	Year 1	Year 3	Year 5
Reception Class 2	Year 2	Year 4	Year 6
	Year 2	Year 4	Year 6

A recent Staff Survey (Spring Term 2023) showed that many staff are proud to be a member of staff at Saxilby, feel well supported, report being treated fairly and with respect, and enjoy working at Saxilby.

I enjoy working at this school



I am proud to be a member of staff at this school



The Governing Body and Senior Leadership Team are committed to growing our own talent and supporting staff development that benefits both school and individual staff members.

We have been delighted to note the increased leadership capacity amongst middle and senior leaders under the coaching and mentoring of our current headteacher.

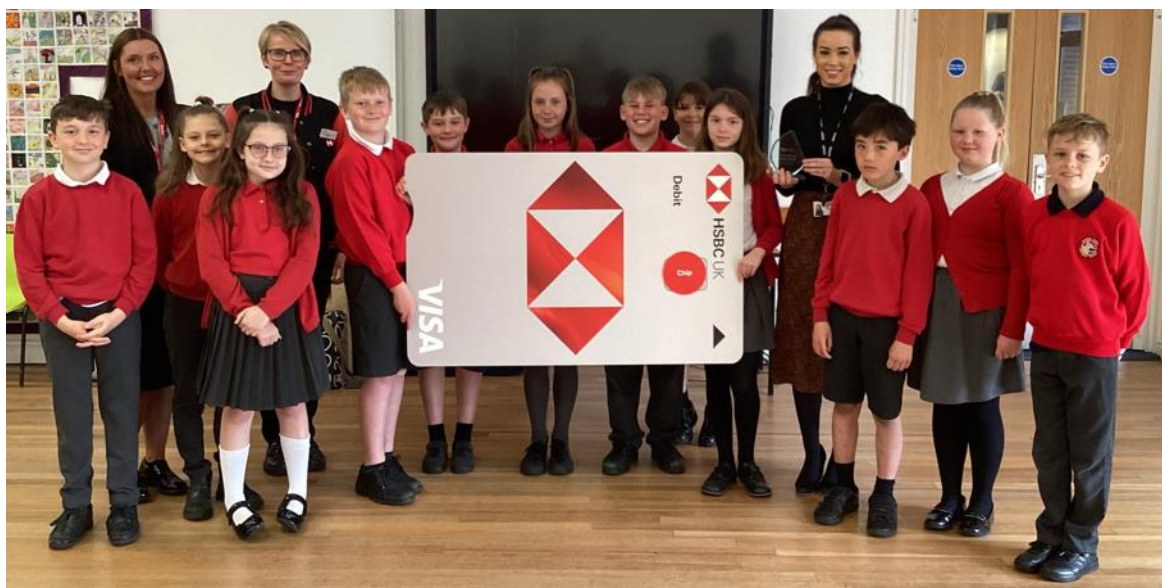
Saxilby works with the L.E.A.D. Teaching School Hub, as well as a range of other providers that support our improvement journey including the Diocese of Lincoln, local universities, Optimus Education, Ruth Miskin Training and Trust-Based Observations. Each year we have staff accessing NPQs with the Hub, welcome trainees and have staff accessing CPD and delivering CPD in partnership.

Leaders use professional development to encourage, challenge and support teachers' improvement

Strongly agree	9
Agree	21
Neither agree or disagree	2
Disagree	0
Strongly disagree	0



Staff are very ambitious for our children and the school and work tirelessly to contribute to that journey. At Saxilby everyone is a leader who can create opportunities for personal, team and whole school growth and development.



Mrs Thwaites and some of our Year 5/6 pupils were thrilled to receive a very special award from HSBC this morning. Our children have taken part in many different financial workshops and so we were the first school in Lincolnshire to be given the 'Smart Money Award'. 12:08PM – May 2, 2023 Twitter @saxilby_school.

Parents' Views

The school utilises annual Ofsted Parent View survey data to identify and explore areas of strength and areas of development and we have been pleased to see increased parental engagement with the school over the years. This helps us respond to feedback from parents and pupils.

Below are some of the surveyed aspects viewed across the last seven years.

My child is happy at school						
Year	Number of responses	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)	Don't know (%)
2015-2016	28	71	29			
2017-2018	82	76	23			
2019-2020	67	70	27		3	
2020-2021	52	81	13	6		
2021-2022	105	67	28	4	1	1

My child makes good progress at school / My child does well at school						
Year	Number of responses	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)	Don't know (%)
2015-2016	28	61	29	7	4	
2017-2018	82	67	29		2	1
2019-2020	67	61	31	3	1	3
2020-2021	52	69	21	8	0	2
2021-2022	105	53	36	8	0	3

Ofsted and SIAMS

OFSTED

Our most recent Ofsted Inspection was conducted in December 2017. The school was judged to be continuing to be Good.

We believe we are a Good school and are continuing to work hard to address areas we and our Local Authority and Diocesan partners identify as requiring further development.

Evidence that the Headteacher, Senior Leadership Team, Subject Leaders and Governing Body use to inform the SEF include SLT Assurance reports to Governors, subject leader reports to Governors, teaching and learning observations and a multiplicity of data to evaluate the impact of governance and leadership decisions.

Our latest school performance data can be accessed on our website: <https://www.saxilby.lincs.sch.uk/school-information/school-performance/>



SIAMS



Our last SIAMS Inspection, conducted in September 2017, judged every aspect of our church school distinctiveness and provision to be Outstanding.

The school has continued to develop Collective Worship, now using Roots and Fruits as a core resource.

Advert: Saxilby CE (VC) Primary School

School Group: Group 3 (NOR: 383)
Age Range of Pupils: 4-11
Post/Salary: Permanent Head, Leadership Spine L18-24
From: January 2024

We are looking for a dynamic, inspirational Head teacher who will embrace the challenge of working in our church school located in a thriving conurbation near Lincoln.

The governing body will appoint a headteacher who:

- *Is an excellent leader with high expectations of achievement and behaviour and will further develop an environment in which children flourish emotionally, socially and academically.*
- *Will use their innovative and enthusiastic leadership qualities to support our strong committed team and ensure its continued growth and development.*
- *Has proven experience of successful leadership.*
- *Will act in ways informed by our Vision and our Four Pillars.*
- *Has excellent organisational and interpersonal skills and the ability and desire to further our church school ethos and culture.*
- *Will enhance and develop collaboration between staff, parents, governors, developing effective partnerships with the church and wider community.*

We can offer you:

- *The opportunity to lead an excellent professional team.*
- *Excited, enthusiastic and engaged learning community.*
- *A firm commitment to your professional development and wellbeing.*
- *A welcoming, caring and aspirational learning community.*

Recruitment Pack and Application Form

A Recruitment Pack and Application Form can be found on our website:

<https://www.saxilby.lincs.sch.uk/vacancies>

School visits

If you'd like to come and meet us, please contact our Clerk to Governors, Mrs Imogen Lemon, to arrange a visit: imogen.lemon@saxilby.lincs.sch.uk. We are offering the following visit dates:

Tuesday 23rd May	1.45pm
Wednesday 24th May	3.45pm
Thursday 25th May	9.30am

Closing Date for applications: Tuesday 13th June 2023, 9am.

Applications should be completed in line with the Person Specification in this pack and using the application form which can be downloaded from the school's website (www.saxilby.lincs.sch.uk).

Applications should be submitted by email to Mrs Imogen Lemon, Clerk to Governors at imogen.lemon@saxilby.lincs.sch.uk

Shortlisting will take place on Thursday 15th June 2023

The Assessment Day will be Monday 26th June 2023

Saxilby Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This post is subject to the candidate being suitable to work with children and Satisfactory Enhanced Disclosure & Barring Service Checks. The ability to converse at ease and provide advice in accurate spoken English is essential for the post. All pre-employment checks carried out are in accordance with Keeping Children Safe in Education.

Job Description

(Please also refer to the Contractual framework for headteachers document STPCD)

Headteachers' Standards 2020

These standards replace the national standards of excellence for headteachers 2015.

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

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 - Headteacher

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	Assessed by
Qualifications and Experience			
• Successful experience of working in a challenging and diverse community	✓		A
• Qualified Teacher Status (QTS)	✓		A
• Significant and successful senior leadership experience within a primary school	✓		A/I/R
• Evidence of proactively pursuing continued professional development and being a lifelong learner	✓		A
• Evidence of higher professional / academic qualifications (e.g. NPQH)		✓	A
• Experience across the whole primary provision including the Foundation Stage	✓		A/I
• Experience of working in or with church schools		✓	A/I
Safeguarding Children			
• Current safeguarding training	✓		A
• Enhanced DBS clearance	✓		A/R

<ul style="list-style-type: none"> Ability to demonstrate commitment to safeguarding and promoting the welfare of children 	✓		A/I/R
<ul style="list-style-type: none"> Evidence of actively maintaining a safe and well-ordered school environment 	✓		A/R
<ul style="list-style-type: none"> Current safer recruitment training 		✓	A
Qualities of Knowledge			
<ul style="list-style-type: none"> Have an excellent understanding of the primary curriculum across all Key Stages including the Foundation Stage 	✓		A/I/R
<ul style="list-style-type: none"> Clear understanding of the SEN Code of Practice and proven experience of supporting children in overcoming barriers to learning 		✓	A/I/R
<ul style="list-style-type: none"> 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 	✓		A/I
<ul style="list-style-type: none"> Lead by example with integrity, inspiration, resilience and creativity; drawing on their own experience and skills of staff and governors 	✓		A/I
<ul style="list-style-type: none"> A commitment to embrace Christian ethos and continue to embed the church school values. 	✓		I
<ul style="list-style-type: none"> A person who will play a key part in the spiritual development of the school and wider community 		✓	A/I
<ul style="list-style-type: none"> 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 	✓		A/I
<ul style="list-style-type: none"> Ability to continue and further develop the wider curriculum in order to nurture the "whole child" 	✓		A/I
<ul style="list-style-type: none"> A person who understands the distinctive nature of a Church School 	✓		A/I
<ul style="list-style-type: none"> Ability to provide constructive feedback to staff and children that promotes next step development whilst recognising achievement 	✓		A/I

Pupils and Staff			
<ul style="list-style-type: none"> Evidence of creating an environment which enables the personal, social and emotional development of each child in order to optimise learning potential 	✓		A/I
<ul style="list-style-type: none"> Committed to aspirational educational standards for all pupils and staff 	✓		A/I
<ul style="list-style-type: none"> Demonstrates the ability to be inspiring and motivating 	✓		I
<ul style="list-style-type: none"> Evidence of identifying and developing emerging talent and leadership ability 	✓		A/I
<ul style="list-style-type: none"> Values mutual support and respect, fostering strong working relationships and building effective teams 	✓		I/R
<ul style="list-style-type: none"> Abreast of the latest educational developments and research (nationally and internationally) 	✓		I
Systems and Processes			
<ul style="list-style-type: none"> Evidence of understanding the impact of budgets, resources and financial planning on school sustainability. 	✓		A/I/R
<ul style="list-style-type: none"> A proven track record of building positive relationship with all members of the school community. 	✓		A/I/R
The Self Improving System			
<ul style="list-style-type: none"> A commitment to proactively foster parental engagement. 	✓		A/I/R
<ul style="list-style-type: none"> Experience of a SIAMs inspection at leadership level 		✓	A
<ul style="list-style-type: none"> Able to maintain and develop opportunities for partnerships with parents, other schools, local churches and other community groups 	✓		A/I
<ul style="list-style-type: none"> Experience of an OFSTED inspection at leadership level 		✓	A
<ul style="list-style-type: none"> Ability to maintain and build on existing international links and relationships 		✓	A

• Evidence of encouraging the personal and professional development of all staff	✓		A/I/R
• Able to build upon our last OfSTED inspection outcome	✓		I
• Successful participation in collaborative partnerships with other schools and academies as part of the peer review process	✓		A
• Welcomes support and challenge from the Governing Body and actively supports the governors to deliver their functions effectively	✓		A
Personal Attributes			
• Dedicated, child centred and with a sense of humour.	✓		I/R
• A commitment to uphold and promote the school's Christian ethos and life	✓		A/I
• Evidence of church and community involvement		✓	A/I
• Reflective - able to build on the firm existing base, valuing work already done	✓		A/I
• Be approachable and accessible	✓		I
• Be an excellent communicator and have strong interpersonal skills (written, verbal and aural) and resilience to engage the whole school community	✓		A

A = Application

I = Interview and Assessment Day

R = References

Recruitment Privacy Notice

Saxilby Church of England Primary School

Recruitment Privacy Notice

Saxilby Church of England Primary 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. More 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 to the recruitment process
 - To comply with legal or 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 kept up to date.

What personal data do we collect?

The personal data we will 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 opinions
- Trade union membership

- Information about your physical and mental health, including any medical conditions.
- Information about criminal convictions and offences, including information from the Disclosure and Barring Service.

Who do we get your personal data from?

This information is collected in the following ways:

- Provided to us directly by you through the application form and at 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 on 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 a 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 only for as long as is 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 need.

Retention periods for recruitment data are:

- If your application for employment is unsuccessful, the school will hold your data on file for 6 months after the interview date. At the end of that period or once you withdraw your consent, your data is deleted or destroyed.
- If your application is successful, personal data gathered during the recruitment process will be transferred to your personnel file and retained during your employment. The periods for which your data will be held will be provided in a new privacy notice.

How do we keep your data safe?

We have a Data Protection Policy which sets out how we aim to keep your personal data secure. This can be accessed via the school's website or by contacting the Data Protection Officer.

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 any 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 Officer, contact details below.

Further Information

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

- Data Protection Officer, Leanne Forbes, School Business Manager,
enquiries@saxilby.lincs.sch.uk

Alternatively, you can contact the school by writing to: Saxilby Church of England Primary School, Highfield Road, Saxilby, Lincoln, LN1 2QJ

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

How to Apply

Please see page 17 for the Advert.

Closing Date for applications: Tuesday 13th June 2023, 9am.

Applications should be completed in line with the Person Specification in this pack and using the application form which can be downloaded from the school's website (www.saxilby.lincs.sch.uk).

Applications should be submitted by email to Mrs Imogen Lemon, Clerk to Governors at imogen.lemon@saxilby.lincs.sch.uk

Thank you for your interest in this post



Saxilby Church of England Primary School
Highfield Road
Saxilby
Lincoln
LN1 2QJ
01522 702669
School Office Email: enquiries@saxilby.lincs.sch.uk

www.saxilby.lincs.sch.uk
Follow us on Twitter @saxilby_school

Clerk to Governors: Mrs Imogen Lemon imogen.lemon@saxilby.lincs.sch.uk