



ST ANNE'S CE PRIMARY SCHOOL

HEADTEACHER RECRUITMENT PACK

February 2024

Rooted in faith, family and friendship.
Growing in hope and aspiration.
Flourishing in love.



'...these three remain: faith, hope and love;
and the greatest of these is love.'
1 Corinthians 13:13



Contents



- Welcome from Chair of Governors
- Our Vision & Values
- About our school
- Our staff
- Feedback
- Application Process
- Job Description
- Person Specification
- Contact details



Welcome from the Chair of Governors



On behalf of the Governors of St Anne's School, I would like to thank you for your interest in our school and for considering applying for the position of Headteacher, which has become available due to the current Headteacher choosing to retire after twelve successful years leading the school.

At St Anne's school our pupils thrive in their learning and feel happy and safe. St Anne's is a brilliant school although we recognize that we must consistently strive to improve and meet the ever-growing challenges in education. We are seeking to attract a Headteacher at St Anne's who will live our school vision and values, be supportive of the school's Christian ethos and will lead the school as it continues to develop.

St Anne's Church of England Primary School is a one-form entry, voluntary controlled primary school, located in the heart of Grantham. We have strong collaborative links with St Anne's Church and with the wider Grantham community. We share strong relationships with the Local Authority, the Diocese and other local schools. As a Governing body we believe that a key part of the school's success is the strong relationships between staff, pupils, parents and the broader community.

The aim of all the staff and governors at St Anne's is to provide a safe environment where every pupil is empowered to achieve their goals, to respect those around them and to equip them for the future. Key to our success are the vision and values which sit at the heart of everything we do, building a close collaborative community which nurtures and supports everyone. The new Headteacher of St Anne's will share our vision and values. The successful candidate will have the drive, enthusiasm and experience to build on everything we've achieved, and will have the skills to bring our excellent team of staff along with them. This will be an exciting and rewarding role, and we are certain that the successful candidate will enjoy many happy and rewarding years with our school.

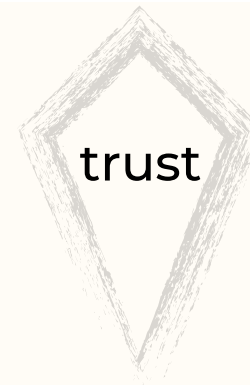
Tom Woodlock, Chair of Governors

Our Vision & Values

Rooted in faith, family and friendship.
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About our School



St Anne's CE Primary School has a rich and varied history. St Anne's CE Primary School was built as a direct result of the Education Acts of 1876 and 1880, which said that all children must receive an elementary education. It was originally housed in what is now the Headstart Nursery on Dudley Road before moving to our current location on Harrowby Road. The school was called St Anne's because it was built on a site known as St Anne's Close. The area in which the school was built used to be known as New Somerby. Samuel Bentley-Rudd, the architect of the school, was Mayor of Grantham in 1887. His photograph, along with that of John Brice-Bell, who was the school's first secretary, can be seen in the Grantham Museum.

St Anne's School has continued to grow and develop through the last one hundred and thirty years into the wonderful place of learning it is today. Our school now has more than two hundred pupils and over thirty members of staff, as well as a wider community that reaches out across the town of Grantham, the county of Lincolnshire and beyond.

Our school building and grounds have evolved over the years and now include a large hall, a fully equipped ICT suite, a soft surfaced trim trail and tyre play area, which was funded by a generous lottery grant.

At St Anne's we are a fully inclusive community, and this is represented by our school logo, launched in 2014, which can be seen on our school website, signage around the school site and, being proudly worn by our pupils on their uniforms.

Our Christian values of friendship, hope, compassion, forgiveness, trust and thankfulness underpin the culture and the fabric of St Anne's School. We believe every person is made in the image of God and is precious and deeply loved. We believe every child brings something unique and valuable to our school community. We love our close working relationship with St Anne's Church and visit the church for regular services throughout the year, as well as welcoming the church into school to support our collective worship.





Our Staff



The St Anne's team of over 30 people comprises a mixture of teaching and non-teaching staff, including:

- A dedicated Senior Leadership Team
- Our excellent classroom teachers
- Our Special Educational Needs Co-ordinator
- A large team of experienced teaching assistants
- Our Pastoral Lead and Emotional Literacy Support Assistant
- Our team of midday supervisors
- Our amazing administration team
- Our hardworking site team



Feedback



Ofsted:

Our most recent Ofsted Inspection was conducted in July 2018, we expect the next to be early 2024. St Anne's was awarded an Ofsted rating of Good.

SIAMS:

Our most recent SIAMS inspection was conducted in September 2019 at which we were awarded a SIAMs grading of Excellent.

What Our Children Say:

<https://youtu.be/63Vh9DLpMj4>

What Our Parents and Visitors say:

<https://www.st-annes.lincs.sch.uk/about-us/guest-book>

Application Process

Job summary - Headteacher

Salary: Individual School Range, L12-L18

Contract type: Full time, permanent

Start date: 1 September 2024,

(although position available from 1 April)

Timescales

Closing dates for applications: 13th March 2024

Shortlisting: 15th March 2024

Interviews: 22nd March 2024

Application form

Applicants must use the application form attached (CVs not accepted). Please ensure all sections are completed. You must include your full work history, leaving no unexplained gaps. It is important to include all training you have completed, particularly those which are directly related to headship.

Personal statement

It is important that you address all areas of the person specification in your personal statement, using evidence from your experience and training to support your statement. Please limit your statement to 1200 words.

References

Please ensure your referees are aware of your application and will be able to provide a quick turnaround. Referees should be your last two employers and include your most recent Chair of Governors or Headteacher. If you are currently a Headteacher, your first reference should be from the Director of Education. Alongside collecting references, we will also be doing due diligence by conducting a search of online profiles, including public access social media accounts.

A warm welcome and tour of the school can be arranged by contacting our Chair of Governors, Tom Woodlock at tom.woodlock@st-annes.lincs.sch.uk

Job Description

The duties outlined in the job description should be read in conjunction with the Contractual framework for Headteachers document, STPCD 2021.

Headteachers' Standards 2020

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

Job Description

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

Job Description

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

Job Description

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 relationships 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

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
Ability to demonstrate commitment to safeguarding and promoting the welfare of children	✓		A/I/R
Evidence of actively maintaining a safe and well-ordered school environment	✓		A/R
Current safer recruitment training		✓	A

Person Specification

Qualities of Knowledge			
Have an excellent understanding of the primary curriculum across all Key Stages including the Foundation Stage	✓		A/I/R
Clear understanding of the SEN Code of Practice and proven experience of supporting children in overcoming barriers to learning		✓	A/I/R
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
Lead by example with integrity, inspiration, resilience and creativity; drawing on their own experience and skills of staff and governors	✓		A/I
A commitment to embrace Christian ethos and continue to embed the church school values.	✓		I
A person who will play a key part in the spiritual development of the school and wider community		✓	A/I
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
Ability to continue and further develop the wider curriculum in order to nurture the “whole child”	✓		A/I
A person who understands and is sensitive to the distinctive nature of a Church School	✓		A/I
Ability to provide constructive feedback to staff and children that promotes next step development whilst recognising achievement	✓		A/I
Pupils and Staff			
Evidence of creating an environment which enables the personal, social and emotional development of each child in order to optimise learning potential	✓		A/I
Committed to aspirational educational standards for all pupils and staff	✓		A/I

Person Specification

Demonstrates the ability to be inspiring and motivating	✓		I
Evidence of identifying and developing emerging talent and leadership ability	✓		A/I
Values mutual support and respect, fostering strong working relationships and building effective teams	✓		I/R
Abreast of the latest educational developments and research (nationally and internationally)	✓		I
Systems and Processes			
Evidence of understanding the impact of budgets, resources and financial planning on school sustainability	✓		A/I/R
A proven track record of building positive relationships with all members of the school community	✓		A/I/R
The Self Improving System			
A commitment to proactively foster parental engagement	✓		A/I/R
Experience of a SIAMs inspection at leadership level		✓	A
Able to maintain and develop opportunities for partnerships with parents, other schools, local churches and other community groups	✓		A/I
Experience of an OFSTED inspection at leadership level		✓	A
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

Person Specification

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 oral) and resilience to engage the whole school community	✓		A

A = Application

I = Interview and Assessment Day

R = References



ST ANNE'S CE PRIMARY SCHOOL

SCHOOL CONTACT DETAILS

St Anne's CE Primary School
Harrowby Road, Grantham
Lincolnshire, NG31 9ED

www.st-annes.lincs.sch.uk
enquiries@st-annes.lincs.sch.uk

01476 564505

