



**St. Helena's Church of England Primary School**

**To Learn is To Live**

# Headteacher Recruitment Pack

Post Commencement 1st May 2023  
(but ideally 1st or 17th April 2023)

St Helena's Church of England Primary School, Main Road, Willoughby, Alford,  
Lincolnshire, LN13 9NH

Telephone : 01507 462367

Email: [linda.storr@st-helenascofe.lincs.sch.uk](mailto:linda.storr@st-helenascofe.lincs.sch.uk)

Our school is a rural village school attracting children from up to 15 miles away. We have 7 classes in the morning and 6 in the afternoon plus our Little Explorers' Nursery. Our grounds include 2 playgrounds, Multi Use Games Area and an orchard. Parents are welcomed to school performances, art exhibitions, Sports Day and services in the Church. The Nursery and Reception class have their own well equipped outside play areas. In 2013 we built our own kitchen which provides hot, healthy and nutritious lunches for our pupils in our school hall.

We have an active School Association which provides a range of additional opportunities for the children such as Breakfast with Santa, Breakfast with a Lincoln City Football Player, Film Nights and School Fayres. The funds they raise help to finance books, theatre visits, help parent costs towards the residential and equipment for the school.

For more information please take a look at our website : [www.st-helenascofe.lincs.sch.uk](http://www.st-helenascofe.lincs.sch.uk) where you will find plenty of information including :

- Christian Values
- Policies
- Past newsletters



silly  
happy

fun  
kind  
respectful  
strict when needed to be

Kind  
funny  
responsible  
not strict

positive energy  
fun  
caring  
funny

We asked our children what they  
think would make a good  
headteacher:

I would like the headteacher  
to be  
• sensible  
• let us have activities

teaching  
to the  
user  
childhood  
and  
too keeping  
safe

Dear Applicant

Thank you for your interest in this exciting opportunity to become Headteacher at St Helena's Church of England School, Willoughby. The school has developed steadily over recent years with new buildings and an increasing number of pupils on roll. We educate children from the age of 3-11; many children live outside of the catchment area, choosing to travel to our school and wonderful nursery.

This post has arisen as our Headteacher will be retiring. We are looking forward to appointing an aspirational, caring, positive person who has good communication skills and is able to gain the respect and trust of our children, staff and parents, whilst encompassing the school vision, aims and values.

We are eagerly awaiting a long overdue Ofsted inspection, which we have thoroughly prepared for. Each member of our dedicated staffing team has a leadership role in school, so that they can support each other in their teaching. The school is part of KYRA and LEAD Teaching School Hub which enables our staff and governors to share ideas with a wide range of other schools and maintain their passionate commitment to raising the standards in our school.

The school is in the centre of the village which gives opportunities for the children to explore outside of the grounds, such as visiting the church, local gardens, having welly walks and using rural footpaths including following in the footsteps of John Smith, our local character of interest. There are positive links with the church, which is used for special services throughout the year, as well as the Forest Church based in the church grounds.

We believe in children learning through experience, so include both residential and day visits, sporting activities and school performances within our curriculum, as well as a wide range of extra-curricular activities available after school. We also welcome visiting poets, authors, artists and drama groups to school to work with the children. These activities help to give the pupils a wide range of experiences during their time at St Helena's, making many happy memories for them.

Our school development plan identifies our key priorities for progress and our website and Facebook page provide a great deal of information and insight to help you understand our school.

The Governors are highly committed to the school's Christian vision and development and will welcome and support the new Headteacher in every way possible to enable continued, excellent leadership within the school. We encourage you to visit the school and sense for yourself the very special atmosphere and the enthusiasm of our children and dedicated staff.

Yours faithfully

Margaret Fulwood  
Chair of Governors

## JOB DESCRIPTION

|   |   |
|---|---|
| <b>Director Area: Schools</b>   | <b>Job Ref Number:</b>  |
| <b>Service Area: Willoughby St Helena's</b>   | <b>Grade: LS 6-12</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> |

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| 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>                               |

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| 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>   |

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| 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>    |  |



# Person Specification

Head Teacher Recruitment 2022

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.

| Requirements  | Essential | Desirable |
|---|-----------|-----------|
| Qualified Teacher Status (QTS)  | X         |           |
| A proven track record of successful leadership experience within a primary school   | X         |           |
| Experience across the whole primary provision including the Foundation Stage  | X         |           |
| Evidence of proactively pursuing continued professional development and being a lifelong learner  | X         |           |
| National Professional Qualification for Headship (NPQH)   |           | X         |
| Experience of working in church schools   |           | X         |
| Up to date safeguarding training  | X         |           |
| Enhanced DBS clearance  | X         |           |
| Ability to demonstrate commitment to safeguarding and promoting the welfare of children   | X         |           |
| Evidence of actively maintaining a safe and well-ordered school environment   | X         |           |
| Current safer recruitment training  |           | X         |
| Have an excellent understanding of the primary curriculum across all Key Stages including the EYFS  | X         |           |
| Lead by example with integrity, inspiration, resilience and creativity; drawing on their own experience and skills of staff and governors   | X         |           |
| 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                           | X         |           |
| A commitment to embrace the distinctive ethos of the Church school and continue to embed its values and vision  | X         |           |
| A person who understands the distinctive nature of a Church School  | X         |           |
| Able to manage own workload and that of others to allow an appropriate work/life balance with the support of the governors  | X         |           |
| Ability to continue and further develop the wider curriculum in order to nurture every child to reach their potential   | X         |           |
| Ability to provide constructive feedback to staff and children which promotes positive development whilst recognising their achievement   | X         |           |
| Clear understanding of the SEND Code of Practice and proven experience of supporting children in overcoming barriers to learning  | X         |           |
| Evidence of ability to lead spiritual development of the school and wider community   |           | X         |
| Ability to create a culture which nurtures the personal, social and emotional development of all children   | X         |           |
| A commitment to respond positively to the voice of every child  | X         |           |
| Committed to aspirational educational standards for all pupils and staff  | X         |           |
| Evidence of identifying and developing emerging talent and leadership ability in staff and children   | X         |           |
| Values mutual support and respect, which fosters strong working relationships and building an effective team  | X         |           |
| A abreast of the latest educational developments and research and is able to effectively disseminate this information to staff  | X         |           |
| Evidence of understanding the impact of budgets, resources and financial planning on school sustainability and have the ability to effectively collaborate with the school Bursar | X         |           |
| A proven track record of building positive relationships with all members of the school community   | X         |           |
| A commitment to promote diversity, equality and inclusivity & encourage others to do so   | X         |           |
| Knows the importance of and is committed to proactively fostering parental engagement in and out of school operating hours  | X         |           |
| Able to maintain and develop opportunities for partnerships with parents, other schools, local churches and other community groups  | X         |           |

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| Evidence of encouraging and supporting the personal and professional development of staff  | X |   |
| Able to build upon our last OFSTED inspection outcomes   | X |   |
| Welcomes support and challenge from the Governing Body and actively supports the governors to deliver their functions effectively  | X |   |
| Experience of a SIAMs inspection at leadership level   |   | X |
| Experience of an OFSTED inspection at leadership level   |   | X |
| Be able to further develop the current strengths of the school   | X |   |
| Be approachable and accessible   | X |   |
| Evidence of overcoming problems and solving them in a school setting either on your own or collaboratively with a successful outcome   | X |   |
| Be an excellent communicator 1to1, in a group setting or electronically and have strong interpersonal skills (written, verbal and aural) and resilience to engage the school community | X |   |

The post holder is expected to work to carry out the duties in accordance with the school's policies and procedures.

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All employees need to be aware of the possible abuse of children and vulnerable adults and if concerned you would 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.

# St Helena's CE Primary School, Willoughby

## Privacy Notice for Staff

Under data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'Privacy Notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data.

This privacy notice explains how we collect, store and use personal data about individuals we employ, or otherwise engage, to work at our school.

We, St Helena's CE Primary School, are the 'data controller' for the purposes of data protection law.

Our Data Protection Officer is Mrs Judy Carter (see 'Contact us' below).

### **The personal data we hold**

We process data relating to those we employ, or otherwise engage, to work at our school. Personal data that we may collect, use, store and share (when appropriate) about you includes, but is not restricted to:

- Contact details
- Date of birth, marital status and gender
- Next of kin and emergency contact numbers
- Salary, annual leave, pension and benefits information
- Bank account details, payroll records, National Insurance number and tax status information
- Recruitment information, including copies of right to work documentation, references and other information included in a CV or cover letter or as part of the application process
- Qualifications and employment records, including work history, job titles, working hours, training records and professional memberships
- Performance information
- Outcomes of any disciplinary and/or grievance procedures
- Absence data
- Copy of driving licence
- Photographs
- CCTV footage
- Data about your use of the school's information and communications system

We may also collect, store and use information about you that falls into "special categories" of more sensitive personal data. This includes information about (where applicable):

- Race, ethnicity, religious beliefs, sexual orientation and political opinions
- Trade union membership
- Health, including any medical conditions, and sickness records

## **Why we use this data**

The purpose of processing this data is to help us run the school, including to:

- Enable you to be paid
- Facilitate safe recruitment, as part of our safeguarding obligations towards pupils
- Support effective performance management
- Inform our recruitment and retention policies
- Allow better financial modelling and planning
- Enable ethnicity and disability monitoring
- Improve the management of workforce data across the sector
- Support the work of the School Teachers' Review Body

## **Our lawful basis for using this data**

We only collect and use personal information about you when the law allows us to. Most commonly, we use it where we need to:

- Fulfil a contract we have entered into with you
- Comply with a legal obligation
- Carry out a task in the public interest

Less commonly, we may also use personal information about you where:

- You have given us consent to use it in a certain way
- We need to protect your vital interests (or someone else's interests)

Where you have provided us with consent to use your data, you may withdraw this consent at any time. We will make this clear when requesting your consent, and explain how you go about withdrawing consent if you wish to do so.

Some of the reasons listed above for collecting and using personal information about you overlap, and there may be several grounds, which justify the school's use of your data.

## **Collecting this information**

While the majority of information we collect from you is mandatory, there is some information that you can choose whether or not to provide to us.

Whenever we seek to collect information from you, we make it clear whether you must provide this information (and if so, what the possible consequences are of not complying), or whether you have a choice.

## **How we store this data**

We create and maintain an employment file for each staff member. The information contained in this file is kept secure and is only used for purposes directly relevant to your employment.

Once your employment with us has ended, we will retain this file and delete the information in it in accordance with our record retention schedule. Our record retention schedule sets out how long we keep information about staff (a copy is available from school or available online at

<http://irms.org.uk/?page=schoolstoolkit&terms=%22toolkit+and+schools%22>

## **Data sharing**

We do not share information about you with any third party without your consent unless the law and our policies allow us to do so.

Where it is legally required, or necessary (and it complies with data protection law) we may share personal information about you with:

- Our local authority – to meet our legal obligations to share certain information with it, such as safeguarding concerns
- The Department for Education
- Your family or representatives
- Educators and examining bodies
- Ofsted
- Suppliers and service providers – to enable them to provide the service we have contracted them for, such as payroll
- Financial organisations
- Central and local government
- Our auditors
- Survey and research organisations
- Trade unions and associations
- Health authorities
- Security organisations
- Health and social welfare organisations
- Professional advisers and consultants
- Charities and voluntary organisations
- Police forces, courts, tribunals
- Professional bodies
- Employment and recruitment agencies

## **Transferring data internationally**

Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

## **Your rights**

### **How to access personal information we hold about you**

Individuals have a right to make a '**subject access request**' to gain access to personal information that the school holds about them.

If you make a subject access request, and if we do hold information about you, we will:

- Give you a description of it
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this

- Give you a copy of the information in an intelligible form

You may also have the right for your personal information to be transmitted electronically to another organisation in certain circumstances.

If you would like to make a request, please contact our data protection officer.

### **Your other rights regarding your data**

Under data protection law, individuals have certain rights regarding how their personal data is used and kept safe. You have the right to:

- Object to the use of your personal data if it would cause, or is causing, damage or distress
- Prevent your data being used to send direct marketing
- Object to the use of your personal data for decisions being taken by automated means (by a computer or machine, rather than by a person)
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- Claim compensation for damages caused by a breach of the data protection regulations

To exercise any of these rights, please contact our Data Protection Officer.

### **Complaints**

We take any complaints about our collection and use of personal information very seriously.

If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance.

To make a complaint, please contact our Data Protection Officer.

Alternatively, you can make a complaint to the Information Commissioner's Office:

Report a concern online at <https://ico.org.uk/concerns/>

Call 0303 123 1113

Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

### **Contact us**

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our **Data Protection Officer**:

Mrs Judy Carter

Email: [dpo@st-helenascofe.lincs.sch.uk](mailto:dpo@st-helenascofe.lincs.sch.uk)

Tel: 01507 462367

This notice is based on the Department for Education's model privacy notice for the school workforce, amended to reflect the way we use data in this school.