



# Tetney Primary School

Days of learning filled with fun

## Headteacher Recruitment Pack

### January 2026



## Chair of Governors Welcome

Thank you for your interest in our wonderful village school, which we are proud to be a part of.

**Tetney Primary School** is a warm, inclusive, and forward-thinking learning community, united in its commitment to delivering a creative, evolving, and child-centred curriculum. Our dedicated and experienced staff work collaboratively to ensure every pupil is fully supported in reaching their full potential. We are passionate about providing equal opportunities for all and are proud to foster a nurturing environment where every child can thrive.

Over the past year, the governing body has undergone changes, with the addition of new members who bring fresh perspectives and a renewed commitment to providing strategic leadership that supports the best outcomes for all our pupils.

Our Governing Body is now seeking a new Headteacher who shares our core values and educational vision. We believe every child should leave Tetney with a lifelong love of learning—nurtured through curiosity, confidence, and independence. We are committed to appointing a leader who will work closely with our talented team to uphold and further develop this ethos of excellence.

**We are delighted that, following our most recent inspection in February 2024, our school continues to be judged as a 'Good' school.**

“The school is ambitious for its pupils and what they can achieve. Pupils are doing well in reading and mathematics. They are achieving very well in writing. The school is reviewing and improving its curriculum for the other subjects. It wants pupils to achieve high standards in every subject.”

“Pupil numbers have grown as Tetney’s good reputation has spread. Many pupils travel from Grimsby and from neighbouring villages to attend the school. One parent captured the views of many when they said, ‘Tetney is a fantastic school. My child has thrived since starting last year.’”

The ideal candidate will be an approachable, dynamic, and ambitious leader—someone who brings energy, vision, and a strong sense of purpose to the role. With the school’s local authority-maintained status offering scope for innovation and growth, we are looking for a leader who is excited by the opportunity to shape and develop our setting while building on the progress and achievements of recent years.

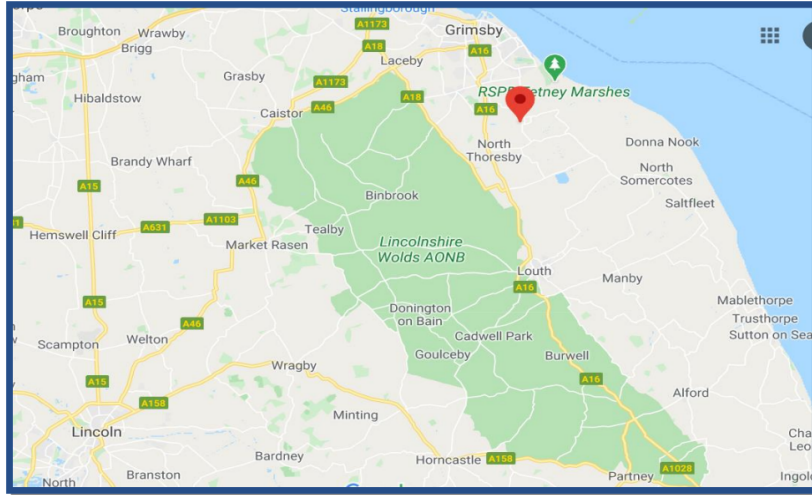
We warmly encourage you to visit our school to experience for yourself the welcoming and positive atmosphere that makes Tetney Primary School a special place to learn and work. To arrange a visit or for an informal discussion contact me by email, [Georgia.Burrows@tetney.lincs.sch.uk](mailto:Georgia.Burrows@tetney.lincs.sch.uk).

If you are eager to lead a school with a dedicated team of exceptional teachers and support staff, enthusiastic and engaged students, committed and supportive parents/carers and a proactive governing body committed to continued growth and development, we warmly invite you to apply

Georgia Burrows

***Chair of Governors***

## School Context



### **Tetney Primary School, Humberston Road, Tetney, Lincolnshire DN36 5NG**

The village of Tetney is located on the northern border of Lincolnshire, on the edge of the beautiful Lincolnshire Wolds. It is situated within the district of East Lindsey and the A1031 coastal road from Mablethorpe to Cleethorpes runs directly through the village. Tetney has easy access to Grimsby and Louth via the A16 and the city of Lincoln is 35 miles away.

Tetney has a growing population as a result of the continued development of new homes, reflecting the sought-after nature of the village. With its prime location with direct access to local towns, seaside resorts and attractions and the wide open spaces surrounding the village, families are choosing to move away from the towns and larger villages to take advantage of the semi-rural life the village can offer.

The school is in the centre of our friendly community and serves the many families whose children attend, as well as maintaining important links with the local organisations and churches. Most of the children who attend the school, reside in Tetney or in the villages nearby.

Currently we have 123 children on roll, with the expectation to increase this number in the near future. We are a single form entry and currently our children are taught across 5 classes. This structure enables us to keep our class sizes under the national averages, giving our children a flying start to their educational pathway and resulting in higher than national outcomes for our end of KS2 pupils.

Upon leaving us, students begin Year 7 in a range of Secondary provisions, but predominantly these are: King Edwards VI Grammar School, Humberston Academy and the Lincolnshire Gateway Academies Trust – Louth Academy & Waltham Tollbar Academy.

## School Values, Aims and Ethos

We are a restorative school; this means we focus on positive relationships and work with our pupils rather than doing things to or for them. We believe that children (and adults!) are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when people in positions of authority do things with them, rather than to them or for them.

- Courage – it can sometimes take courage to speak out
- Integrity – doing the right thing when it may not be the easiest thing
- Inclusion – embracing and welcoming each other's differences
- Kindness – to others and ourselves
- Respect – for adults as well as each other
- Unity – working together and in the school as a whole to reach our potential

## Data & Outcomes

Key Stage 2										
Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	-	59%	-	60%	-	61%	20	70%	62%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	-	7%	-	8%	-	8%	20	15%	8%
Reading	% of pupils achieving the expected standard	-	74%	-	73%	-	74%	20	75%	75%
Reading	% of pupils achieving the higher standard	-	28%	-	29%	-	29%	20	45%	33%
Reading	Average scaled score	-	105.0	-	105.0	-	105.0	19	106.6	106.0
Writing	% of pupils achieving the expected standard	-	69%	-	71%	-	72%	20	80%	72%
Writing	% of pupils working at greater depth	-	13%	-	13%	-	13%	20	30%	13%
Maths	% of pupils achieving the expected standard	-	71%	-	73%	-	73%	20	85%	74%
Maths	% of pupils achieving the higher standard	-	22%	-	24%	-	24%	20	15%	26%
Maths	Average scaled score	-	104.0	-	104.0	-	104.0	20	104.3	105.0
GPS	% of pupils achieving the expected standard	-	72%	-	72%	-	72%	20	85%	73%
GPS	% of pupils achieving the higher standard	-	28%	-	30%	-	32%	20	30%	30%
GPS	Average scaled score	-	105.0	-	105.0	-	105.0	19	108.1	105.0
Science	% of pupils achieving the expected standard	-	79%	-	80%	-	81%	20	85%	82%

Multiplication Tables Check (MTC)									
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils scoring full marks (25/25)	-	27%	21%	29%	21%	34%	22	18%	~ 38%
Average score (out of 25)	-	19.8	21.5	20.2	19.2	20.6	22	18.6	~ 21.1

Phonics Screening Check									
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	80%	75%	73%	79%	83%	80%	19	63%	~ 80%
% of pupils passing check by end of Year 2	33%	87%	82%	89%	100%	89%	21	90%	~ 91%

Early Years Foundation Stage									
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils achieving a Good Level of Development	75%	65%	-	67%	-	68%	18	67%	~ 69%
% of pupils at the expected level across all early learning goals	75%	63%	-	66%	-	66%	18	67%	~ 67%
Average number of early learning goals at the expected level per pupil	15.8	14.1	-	14.1	-	14.1	18	13.9	~ 14.2

Lincolnshire County Council  
County Offices  
Newland  
Lincoln  
LN1 1YL  
Tel 01522 554590  
Email: [EducationTeam@lincolnshire.gov.uk](mailto:EducationTeam@lincolnshire.gov.uk)

MS/HO-S/CS

Dear Applicant

**Working in Lincolnshire**

Thank you for considering applying to the post of headteacher in one the 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

# Headteacher Job Description

**School: Tetney Primary**

**Job Title: Headteacher**

**Accountable To: The Governing Body**

This job description is based on the National Standards of Excellence for Headteachers, October 2020. The Teachers' Standards 2011 (updated June 2013), including the Personal and Professional Code of Conduct, which applies to all teachers and provide a foundation upon which the standards for Headteachers are built.

Headteachers are required to carry out their professional duties in accordance with the School Teachers Pay and Conditions Policy.

## **The role of the Headteacher:**

The Headteacher's role is to provide the vision and leadership for the school enabling children and staff to achieve effective learning through ensuring outstanding education provision; and to inspire and influence others within and beyond the school.

## **The Headteacher will:**

- Be an inspirational and visionary leader
- Evaluate school performance and identify priorities for improvement
- Impact on the quality of teaching and pupils' achievements
- Promote excellence, equality and high expectations
- Exercise strategic financial planning to ensure equitable deployment of budgets and resources
- Work effectively with the Governing Body
- Secure the commitment of the wider community
- Influence and shape the teaching profession.

## **PRINCIPAL RESPONSIBILITIES**

### **Qualities and Knowledge**

#### ***The Headteacher will:***

- Demonstrate through their action and behaviour, the values of the school and encourage all staff to act as positive role models.
- Develop the vision for the school in consultation with parents, staff, governors and other stakeholders.
- Work with the school community to translate the vision into agreed aims, objectives and strategic plans that will promote and sustain school improvement.
- Develop policies and strategies to implement the plans.
- Ensure that all staff promote excellence, equality and high expectations for all pupils.
- Ensure the whole school community is engaged in rigorous self-evaluation of the work of the school and, working closely with the Governing Body, ensure that the school improvement priorities are identified as a result of this process.

- Effectively manage the school budget by ensuring that planning, monitoring and reporting of the school's finances are undertaken in accordance with statutory and local requirements.
- In collaboration with members of the Leadership Team promote a high level of staff involvement, challenging, influencing and motivating others to fulfil their potential and create a positive climate.
- Demonstrate personal enthusiasm for and commitment to the learning process, giving and receiving effective feedback and acting to improve own performance.
- Advise governors on developments in educational thinking and local and national initiatives that might benefit the school.
- Maintain, support and develop effective working relationships with members of the school community.

## **Pupils and Staff**

### ***The Headteacher will:***

- Create a positive culture in which everyone is valued and respected.
- Listen and respond to pupils and staff to identify the pupils' needs.
- Be innovative in the development of an engaging, exciting and differentiated curriculum, which is relevant to the needs and abilities of the pupils.
- Monitor, evaluate and review classroom practice to maintain standards and promote strategies for school improvement.
- Acknowledge excellence and challenge poor performance across the school.
- Ensure that detailed and accurate data is collected and reviewed to identify the strengths and areas of development for the school.
- Ensure all staff take responsibility for reviewing their own practice and achievements, and through the appraisal process set personal targets and take responsibility for their own personal development.
- Develop leadership capacity within the school, by identifying and nurturing future leaders.
- Delegate leadership and management tasks and monitor their implementation.
- Seek opportunities to foster collaboration with other schools for the benefit of enhancing teaching and learning.

## **Systems and Process**

### ***The Headteacher will:***

- Create an organisational structure that reflects the school's values and enables the management systems and processes to work effectively in line with legal requirements.
- Manage the school's financial and human resources effectively and efficiently to ensure that learning is at the centre of resource management.
- Support the Governing Body to understand its role and associated responsibilities – in particular, its functions to set school strategy to secure effective teaching and learning, standards of achievement and hold the headteacher to account for pupil, staff and financial performance.
- Develop and present an accurate account of the school's performance to the Governing Body on a regular basis and in line with the key milestones on the School Improvement Plan.
- Ensure the Governing Body are fully aware of their responsibility towards establishing and monitoring the systems to promote and safeguard the welfare of children and staff.
- Maintain collaborative working relations with multi-agency services within the Local Authority and beyond in order to promote and safeguard the welfare of children.

- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Maintain leadership throughout the school; with clear roles and responsibilities who hold each other to account for their decision making.

## **The Self-Improving School System**

### ***The Headteacher will:***

- Contribute to the development of outstanding practice in our school and beyond, by working in partnership with other schools to share best practice.
- Ensure the school works with other schools in a mutually supportive and challenging way.
- Value internal and external accountability and understand its importance in the future development of the school.
- Be open to new innovations with regard to leadership, governance and school improvement.
- Maintain working partnerships with Further Education providers offering trainee teacher placements.
- Promote and develop staff skills and knowledge through continuous professional development.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Develop and facilitate close working relationships with colleagues from Health and Social Care to identify
- pupil outcomes and ensure that the provisions identified in the pupils' Education, Health and Care Plans are addressed.
- Seek opportunities to invite parents and carers, community figures and other organisations into the school to enhance and enrich the school and promote its value to the wider community.
- Ensure learning experiences for pupils are linked into and integrated with the wider community through engagement within and beyond the school.

## Headteacher Person Specification

	Essential	Evidence Application (A) Reference (R) Interview (I)	Desirable	Evidence Application (A) Reference (R) Interview (I)
<b>Qualifications</b> <b>Career experience</b>	<ul style="list-style-type: none"> <li>• Holds QTS</li> <li>• Has proven ability as an outstanding teacher</li> <li>• Sustained and successful experience in a senior leadership role e.g. as a Headteacher, Interim Headteacher or Deputy/Assistant Headteacher</li> <li>• Has evidence of regular and appropriate professional development in teaching practice, school leadership, management and safeguarding</li> <li>• Evidence of identifying and developing emerging talent and leadership ability, whilst demonstrating the proactive use of performance management to address under-performance where required</li> <li>• Enhanced DBS clearance</li> </ul>	A, R, I, A, R, I A, R, I  A, R, I  A, R, I  A, I	<ul style="list-style-type: none"> <li>• Holds NPQH</li> <li>• Further qualification in a related area e.g. MEd, MA, MBA</li> </ul>	A, R, I A, R, I
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Has leadership experience in more than one school</li> </ul>	A, R, I	<ul style="list-style-type: none"> <li>• Has experience of teaching across the primary range</li> <li>• Has successful experience of developing collaborative partnerships between schools</li> </ul>	A, R, I  A, R, I

	<ul style="list-style-type: none"> <li>• Has experience of successfully leading whole school initiatives and developments</li> </ul>	A, R, I	to realise school improvement and raise standards	
	<ul style="list-style-type: none"> <li>• Has successfully used self-evaluation to improve the school's performance</li> </ul>	A, R, I	<ul style="list-style-type: none"> <li>• Demonstrates the creative ability to market the school positively to bring about continued growth</li> </ul>	A, I
	<ul style="list-style-type: none"> <li>• Evidence of successful implementation of strategies to improve teaching, learning and assessment to raise the standards of achievement for all pupils, following the accurate analysis of performance data.</li> </ul>	A, R, I	<ul style="list-style-type: none"> <li>• Has experience of OFSTED Inspection at a Senior Leadership Level</li> </ul>	A, R, I
	<ul style="list-style-type: none"> <li>• Experience of working effectively and in partnership with Governors, with reflective and appropriate challenge.</li> </ul>	A, I	<ul style="list-style-type: none"> <li>• Experience of membership of and developing CPD or research within a teaching school alliance</li> </ul>	A, I
	<ul style="list-style-type: none"> <li>• Evidence of creating an environment which enables the personal, social, spiritual and emotional development of each child in order to optimise learning potential and allow them to flourish</li> </ul>	A, R, I		
	<ul style="list-style-type: none"> <li>• Evidence of working with external bodies/agencies to ensure the needs of pupils and staff are met</li> </ul>	A, I		
	<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>	A, I		

<b>Leadership skills</b>	<ul style="list-style-type: none"> <li>Has the ability to set, monitor and deliver a robust budget, making best use of resources and funding to ensure financial stability for the school</li> </ul>	A, R, I	<ul style="list-style-type: none"> <li>Experience of developing short-, medium- and long-term financial plans</li> <li>Has had exposure to financial management software packages, such as Business World.</li> </ul>	A, I
	<ul style="list-style-type: none"> <li>Demonstrates the ability to motivate, develop and inspire staff to support whole school improvement, whilst ensuring appropriate work -life balance is achieved</li> </ul>	A, R, I		A, I
	<ul style="list-style-type: none"> <li>Has the ability to articulate a clear vision for the school and develop successful strategies to implement this</li> </ul>	A, I		
	<ul style="list-style-type: none"> <li>Can continue the strategic development and implementation and monitoring of an exciting and engaging curriculum for all pupils</li> </ul>	A, R, I		
	<ul style="list-style-type: none"> <li>Committed to developing a strong partnership with the governors, parents, Friends of the School and the wider community</li> </ul>	A, R, I		
	<ul style="list-style-type: none"> <li>Committed to safeguarding children and has up -to - date qualifications and knowledge of relevant legislation to ensure the welfare needs of all pupils are met</li> </ul>	A, I		
		A, I		

	<ul style="list-style-type: none"> <li>• Clear evidence of appropriate attitude to maintain high standards of positive behaviour.</li> <li>• Has the ability to understand and implement local and national policy, as well as maintaining an awareness of the latest educational developments and research to meet the school needs</li> <li>• Prioritise, plan and organise own workload; direct, coordinate and provide professional direction to the work of others. Able to work under pressure and to deadlines</li> <li>• Able to demonstrate flexibility and the ability to adapt to both internal and external challenges</li> <li>• Knowledge and commitment to all required regulatory and legislative aspects relevant to school life, including but not limited to, Health &amp; Safety, Data Protection, Safeguarding, and HR</li> </ul>	<p>A, R, I</p> <p>A, I</p> <p>A. I</p>		
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• An excellent communicator and have strong interpersonal skills (written, verbal and aural) to engage with the whole school community, valuing their contribution</li> </ul>	<p>A, R, I</p> <p>A, I</p>		

	<ul style="list-style-type: none"> <li>• To be committed to both the personal and professional development for all employees</li> <li>• Has the personality, drive and imagination to unite, develop, motivate and lead a strong, dedicated team</li> <li>• Displays self-confidence, a sense of humour and a positive approach at all times</li> <li>• Is passionate about creating a culture where everyone is valued and supported, within an environment where all can thrive through the means of open communication</li> <li>• Able to articulate clear values and moral purpose</li> <li>• Continue to demonstrate effective performance against the job description when under pressure and/or in challenging circumstances.</li> <li>• Deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict.</li> <li>• Demonstrate enthusiasm for, and commitment to the role; along with</li> </ul>	<p>A, R, I</p> <p>A, I</p> <p>A, R, I</p> <p>A, I</p> <p>A, R</p> <p>A, R</p> <p>A, I</p>		
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	reliability, integrity and a clear passion for education.			
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# Recruitment Privacy Notice

Tetney 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 for employment 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 to you in a new privacy notice.

## **How do we keep your data safe?**

We have a GDPR policy which sets out how we aim to keep your personal data secure. The policy can be found on the school website at [www.tetney.lincs.sch.uk](http://www.tetney.lincs.sch.uk)

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
- [enquiries@tetney.lincs.sch.uk](mailto:enquiries@tetney.lincs.sch.uk)

Alternatively, you can contact the school by writing to:

Data Protection Officer  
Tetney Primary School  
Humberston Road  
Tetney  
Lincolnshire  
DN36 5NG

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](http://www.ico.org.uk).