

# **Wensley Fold CE Primary Academy**



## **Headteacher Application pack**

**Leadership Pay Spine, Group 4, point 19 (£73,508) - 25 (£85,146)**



Dear potential candidate,

I am writing to you as the Chair of Governors at Wensley Fold CE Primary Academy. We are currently seeking a dynamic and visionary leader to take on the role of Headteacher. Someone who will steer our academy toward continued success and growth. Thank you for your interest.

Wensley Fold CE Primary Academy has a proud history of academic achievement within a nurturing and supportive learning environment. The Academy has had an OFSTED rating of Outstanding for a number of years and was again deemed Outstanding following an inspection in September 2023. At the last SIAMS inspection in October 2018 the Academy was rated excellent. Therefore, as we embark on the search for our new Headteacher, we invite dedicated and passionate educational leaders to apply for this exciting opportunity.

**The successful candidate will demonstrate:**

- Proven leadership skills and a commitment to maintaining and enhancing the high standards of academic achievement at Wensley Fold CE Primary Academy.
- A clear vision for promoting inclusivity, diversity, and a positive learning culture within our school community.
- Effective communication and collaboration with staff, children, parents, and the wider community.
- Innovative approaches to education, ensuring our pupils are well-prepared for the challenges of the future.
- A genuine passion for the holistic development of each individual child and recognition of the unique potential within every one of them.

Wensley Fold CE Primary Academy is located in a lovely setting in the middle of a multi-cultural community, and we believe our new Headteacher will play a pivotal role in shaping the future of both the school and its students. I would like to extend an invitation for you to pay us a visit to see the school for yourself. So please contact our Deputy Headteacher, Helen Lavery, to arrange a mutually acceptable date and time.

For further details about this exciting opportunity, please visit our school website or contact Sharon Bowker, school advisor, [sbowker@dbeservices.co.uk](mailto:sbowker@dbeservices.co.uk). The application deadline is **Sunday 9<sup>th</sup> June 2024**, and interviews are scheduled for **Tuesday 2<sup>nd</sup> July & Wednesday 3<sup>rd</sup> July 2024**.

Thank you again for considering this important leadership role at Wensley Fold CE Primary Academy. And if you believe you possess the qualities and dedication to lead our academy to new heights, we encourage you to apply.

Sincerely,

**Julie M McFeely**  
**Chair of Governors**



## **Our Mission Statement**

### **“Make Each Day Count”**

The school values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure, and caring environment. The school, which has a Christian heritage will, in partnership with parents and the extended community, aim to make each day count for all.

## **Our Aims**

### **At Wensley Fold we aim to:**

- Develop a happy, cheerful, and caring atmosphere for all who work in our school.
- Provide an environment in which every child will be encouraged to work hard for them to achieve their full potential in all aspects of school life.
- Provide a curriculum which is broad and balanced, responding to the interests and abilities of all children, encouraging high levels of self-esteem.
- Provide an environment where staff and pupils care for one another, show respect and consideration for each other's needs and treat everyone equally.
- Establish a close link between home and school and to form a partnership with parents in the education of their children.
- Encourage all children to show independence and individuality and adopt high expectations of themselves and others.
- Foster the development of all pupils as individuals by using their skills and abilities in extra-curricular activities.
- Meet the spiritual needs of children, through the teaching of Moral and Christian values.
- Promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- Behave appropriately, act with courtesy and take responsibility for our actions.
- Be committed to training and developing our staff and future entrants to the profession.



## About Our School

At Wensley Fold we provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and 'Make Each Day Count' within a deep and rich curriculum.

We believe a close working relationship between home and school is vital to support our children's learning. We encourage teachers and parents to form a partnership that actively shares in our children's education.

At Wensley Fold we take pride in our safeguarding culture which permeates everything that we do and where everyone takes responsibility for safeguarding, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and these are embedded within our curriculum. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

At Wensley Fold we believe that every one of us is loved unconditionally by God. We avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. We offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.

We empower people to be their authentic selves, enabling them to realise and achieve their authentic selves, enabling them to realise and achieve their full potential and celebrate differences.

At Wensley Fold children receive an excellent education and flourish and thrive





## **Wensley Fold CE Primary Academy**

### **Appointment of Headteacher**

#### **Agreed Timetable**

|               |                                  |
|---------------|----------------------------------|
| Advert Live   | Monday 13 <sup>th</sup> May 2024 |
| School Visits | By appointment with school       |

**School Closed for half term – Week Commencing 26<sup>th</sup> May 2024**

|                                |   |
|--------------------------------|---|
| Closing Dates for Applications | Sunday 9 <sup>th</sup> June 2024                              |
| Shortlisting                   | Tuesday 18 <sup>th</sup> June 2024                            |
| Interviews                     | Tuesday 2 <sup>nd</sup> & Wednesday 3 <sup>rd</sup> July 2024 |



## Wensley Fold CE Primary Academy Headteacher Advert

Wensley Fold Church of England Primary Academy is a successful, popular 2-11, two form, standalone Primary Academy. Its progressive and vibrant learning community focuses on raising the aspirations and releasing the potential of every young person in their care. In 2023 Ofsted judged Wensley Fold CE Primary Academy as Outstanding.

The Governors are now seeking to appoint an experienced, highly motivated leader who will work closely and openly with them and to further develop the school vision. The successful candidate will equally be someone who is a highly visible, proactive leader who has great drive, enthusiasm and a clear, ambitious vision.

We want an exceptional Head Teacher for Wensley Fold CE Primary who has:

- A clear strategic vision for education, founded on strong Christian and educational values.
- A passionate commitment to develop learning and excellence for all our children.
- The ability to lead, inspire, empower and motivate all members of the school community.
- Excellent communication and interpersonal skills.
- The ability to ensure continued growth in positive relationships with parents and the caring and inclusive ethos within the school.

We can offer you:

- A warm and welcoming school with a forward thinking and dedicated team of staff who are committed to ensuring every child is able to excel and achieve.
- Supportive parents and school community
- Enthusiastic and friendly pupils eager to learn and do their best
- Continued support for your professional development
- Strong links with the Parish and Diocese
- A supportive and ambitious Governing Board

You are strongly encouraged to make a pre-application visit. To arrange a visit please contact our Deputy Headteacher Helen Lavery, [h.lavery@wensleyfold.blackburn.sch.uk](mailto:h.lavery@wensleyfold.blackburn.sch.uk) or to have a confidential conversation about the position contact Sharon Bowker, school advisor, [sbowker@dbeservices.co.uk](mailto:sbowker@dbeservices.co.uk)

To apply please download the Head Teacher Application pack. Applications will only be accepted on the school application form; CVs and other forms are not acceptable. A supporting statement should be clear, concise and related to the specific post and be no more than 1200 words in Calibri font 11.

Applications must be returned to [schoolhrteam@blackburn.gov.uk](mailto:schoolhrteam@blackburn.gov.uk) by no later than Sunday 9<sup>th</sup> June 2024

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate will be subject to preemployment checks, including an enhanced Disclosure and Barring Service (DBS) check.



## Headteacher Job Description

### *Church of England/Methodist Schools and Academies*

This job description reflects the **Headteachers' Standards** (2020). These standards are built upon The Teaching Standards (2012) which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education and in the terms of the National Society contract. In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Diocesan Authority, the Governing Board, the staff of the school, its pupils, and the parents of its pupils.

### **A. The Core Purpose of the Headteacher**

The core purpose of the Headteacher is to create, inspire and embody a distinctive Christian ethos and culture in this church school, embedding a unambiguous Christian vision that seeks to empower all stakeholders to experience 'life in all its fulness' (John 10:10). The headteacher will provide professional leadership and management for the school that ensures compliance with the Trust Deed and enhances the Christian character of the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality, and high expectations of all pupils within a strong Christian ethos.

The Headteacher is the leading professional in the school. Accountable to the Governing Board, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation, and administration of the school.

As a leader of a church school, the Headteacher is responsible for ensuring that the provision of high-quality worship and Religious Education consistent with the teachings of the Church of England/Methodist Church are central.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, the Diocese/Methodist District, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.



## **B. The Core Purpose of the Headteacher**

### **1. School culture**

Headteachers:

- Establish and sustain the school's Christian ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community and wider Diocese/Methodist Circuit
- 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 based on Biblical values 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.
- ensure that the teaching of Religious Education is high quality and consistent with the teachings of the Church of England

### **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.
- ensure that a high-quality enquiry based Religious Education curriculum is used which is consistent with Church of England teaching.
- 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.
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- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

#### **4. Behaviour**

Headteachers:

- Drawing on the Christian vision of the school, 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, according to Christian value.

#### **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.



- Ensure that professional development opportunities are provided that enable a deeper understanding and effective development of the Christian ethos, worship and Religious Education in the school, including drawing on expert provision at National Church and Diocesan level.

## **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 as a church school 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, including improving performance against the SIAMS criteria

## **9. Working in partnership**

Headteachers:

- Forge constructive relationships beyond the school, working in partnership with parents, carers, the church, 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 in the Diocesan Authority and 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.

***The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.***

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteacher.*



## Headteacher At Wensley Fold CE Primary Academy

### Person Specification/Selection Criteria

***The applicant will be required to safeguard and promote the welfare of children and young people.***

Selection decisions will be based on the criteria 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 and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

#### [A] Faith Commitment

|    |   | Essential/<br>Desirable |
|----|---|-------------------------|
| 1. | Regular involvement in a church in membership of Churches Together in England, The Evangelical Alliance, or North West Gospel Partnership. <i>(This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a Church school)</i> | E                       |

**To be able to demonstrate their knowledge and understanding of the following in the context of a Church School.**

|    |   | Essential/<br>Desirable |
|----|---|-------------------------|
| 2. | Strategic thinking and planning that builds, communicates and carries forward a coherent and shared Christian vision for the school | E                       |
| 3. | Ways to ensure that the Christian vision enables the flourishing of pupils and adults within the school and its community           | E                       |
| 4. | Leading school worship  | E                       |
| 5. | Ways of developing the effectiveness of religious education and the impact of collective worship                                    | E                       |
| 6. | How relationships should be fostered and developed between the school, local Church and its community and Diocese of Blackburn      | E                       |
| 7. | Ways of leading the spiritual development of all the school community   | E                       |



### [B] Qualifications

|    | Qualification requirements | Essential/<br>Desirable |
|----|----------------------------|-------------------------|
| 8. | Qualified teacher status   | E                       |
| 9. | Degree                     | E                       |

### [C] Professional Development

|     |  | Essential/<br>Desirable |
|-----|--|-------------------------|
| 10. | Evidence of recent and appropriate professional development relevant to the role of Headteacher (for a first time head)<br><b>Or</b><br>Evidence of ongoing leadership and management professional development (if a serving head) | E                       |
| 11. | Up to date safeguarding training and knowledge of legislation for the protection of young people   | E                       |

### [D] School leadership and management knowledge and experience

|     |  | Essential/<br>Desirable |
|-----|--|-------------------------|
| 12. | Successful leadership as a Headteacher or as a Deputy Headteacher  | E                       |
| 13. | Evidence of successfully leading continuous school improvement including reviewing, evaluating and improving teaching and learning and curriculum development. | E                       |
| 14. | Experience of leading teams including monitoring staff performance   | E                       |
| 15. | An understanding of the strategic financial context in which a school operates and its contribution to school improvement and pupil achievement                | E                       |
| 16. | The ability to provide support and advice to the Governing Board to enable it to meet its responsibilities   | E                       |
| 17. | To have had experience of guiding, mentoring or training individuals or teams  | E                       |
| 18. | Maintains good awareness of current national education policy and strategy   | E                       |



**[E] Experience and knowledge of teaching**

|     |  | <b>Essential/<br/>Desirable</b> |
|-----|--|---------------------------------|
| 19. | A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils     | <b>E</b>                        |
| 20. | Proven excellence in teaching pupils in the primary phase  | <b>E</b>                        |
| 21. | To have a current knowledge and understanding of all 3 Key Stages in the primary phase                                   | <b>E</b>                        |
| 22. | To have a current knowledge and understanding of early years education for 2 to 5 year olds.                             | <b>E</b>                        |
| 23. | Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan | <b>E</b>                        |
| 24. | Commitment to ensuring inclusion and addressing diversity positively   | <b>E</b>                        |

**[F] Experience and knowledge of teaching**

|     |  | <b>Essential/<br/>Desirable</b> |
|-----|--|---------------------------------|
| 19. | A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils     | <b>E</b>                        |
| 20. | Proven excellence in teaching pupils in the primary phase  | <b>E</b>                        |
| 21. | To have a current knowledge and understanding of all 3 Key Stages in the primary phase                                   | <b>E</b>                        |
| 22. | To have a current knowledge and understanding of early years education for 2 to 5 year olds.                             | <b>E</b>                        |
| 23. | Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan | <b>E</b>                        |
| 24. | Commitment to ensuring inclusion and addressing diversity positively   | <b>E</b>                        |



### [G] Personal Qualities

|     |   | Essential/<br>Desirable |
|-----|---|-------------------------|
| 31. | A passion for achieving the very best outcomes for all children   | E                       |
| 32. | A clear vision for an innovative, progressive and forward thinking school   | E                       |
| 33. | The capacity to provide inspirational, enthusiastic and innovative educational leadership   | E                       |
| 34. | A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual.   | E                       |
| 35. | Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job  | E                       |
| 36. | An ability to establish effective working relationships with a wide and diverse range of people including pupils, parents, Governors, colleagues, other professionals and wider community | E                       |
| 37. | Think analytically and creatively and demonstrate initiative in solving problems  | E                       |

### [H] Safeguarding

|     |   | Essential/<br>Desirable |
|-----|---|-------------------------|
| 38. | Displays commitment to the protection and safeguarding of children and young people   | E                       |
| 39. | The ability to form and maintain appropriate relationships and personal boundaries with young people  | E                       |
| 40. | Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people | E                       |
| 41. | Will co-operate and work with relevant agencies to protect young people   | E                       |

### [I] Professional Skills

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers' Standards 2020 which also form the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in Wensley Fold CE Primary Academy.

### [J] Confidential References and Reports

|  |  |   |
|--|--|---|
|  | Positive and supportive faith reference from the priest/minister where the applicant regularly worships<br><br><i>Candidates who do not use their Parish priest/minister must give an explanation in the letter of application</i> | E |
|  | Positive recommendation from all referees, including current employer  | E |



**[K] Application Form and Supporting Statement**

*The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post and be no more than 1200 words in Calibri font 11.*