

Woolton Primary School  
Headteacher Application Pack



## Advert & Application Process

**Group 4 L20 -27 (£79,475 - £94,332)**

**Full time / Permanent**

**Required for April 2025**

**Woolton Primary School**

Woolton Primary is a successful and popular 3 forms of entry school in the South of Liverpool. The school has an excellent reputation in the local area. We are a values-led school community. Our values lead all of our work and our children learn our school values from the earliest age in nursery.

Following a long period of successful leadership, our current Headteacher will be leaving us at the end of the spring term 2025. This is an exciting opportunity to build on the excellent foundations in place and continue to develop the school.

We are looking for an exceptional, committed Headteacher with a proven record in educational leadership to share our ambition and strategic vision to build upon the Ofsted 'good' rating (April 2023). Your energy and enthusiasm will inspire, challenge, and empower all members of the school in achieving our vision. We want the best for all our pupils.

Our future Headteacher will have strong leadership skills and be able to manage the demands of a large primary school. The school has a strong, motivated, and dedicated team of teaching and support staff, committed to ensuring high achievement and equality of opportunity for all.

The role is suitable for an experienced leader who is capable of meeting the challenges of the post. Governors have high expectations and are positive and supportive.

The new Headteacher will benefit from:

- Enthusiastic pupils who want to learn and take part in all aspects of school life.
- Dedicated staff who are committed to providing the best possible education for the pupils.
- A diverse school population.
- Supportive parents and a local community who want the school to succeed.
- Good OFSTED rating in April 2023.
- A well-managed budget.
- A supportive and experienced governing body.

Prospective candidates are asked to complete the application form. The supporting statement section in the form should show how you meet the requirements listed in the person specification. Please limit your written supporting statement to no more than 2 sides of A4, Ariel font size 11.

Closing date: **Monday 13th January 12 noon**. We will be shortlisting on **Wednesday 15th January** and successful candidates will be informed the following day. We propose to interview on **Thursday 23<sup>rd</sup> and Friday 24<sup>th</sup> January**. It is essential that shortlisted candidates inform their referees of these dates.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. A DBS check at enhanced level will be required.

Please visit our website for an application pack and further information. Completed applications should be returned by email to **headteacherrecruitment@wooltonprimary.com**

Visits to Woolton Primary School are encouraged and strongly recommended to see staff and pupils at work. We will look to conduct these w/c 6<sup>th</sup> January. Please contact **headteacherrecruitment@wooltonprimary.com**

## Letter from the Chair of Governors

Dear Applicant,

Thank you for expressing your interest in the position of Headteacher at Woolton Primary School. We hope you find this information pack a useful introduction, and that you will be encouraged to apply for this exciting opportunity to lead our school on the next stage of its journey.

Woolton Primary is a welcoming three form entry school with its own nursery, serving a diverse community. It is important that, as a school, we do all we can to make a difference for all our children and help them all on their path to become successful citizens.

At Woolton Primary we have worked very hard to raise standards over the past years. We look forward to challenging ourselves yet further, as we strive to build upon the exceptional work carried out by the school. Our aim is to ensure that every child who attends Woolton Primary achieves their full potential. My fellow governors and I are looking to appoint a Headteacher with vision, strong and inspirational leadership qualities, management skills, and the ability to take the school forward in the years ahead.

The Governing Body will be committed to your professional development. We will work with you to ensure our school continues to provide our pupils and their families with a school where they can thrive in an ambitious, nurturing and safe environment. In achieving these goals, you will be supported by governors and a hardworking and very capable staff team.

For the right candidate, this will be a very rewarding and worthwhile job.

We strongly encourage you to visit the school. Our pupils are a wonderful advert, and you will see first-hand our inclusive ethos and the great potential of our pupils. In the first instance please contact (insert contact details)

My colleagues and I look forward to receiving your application.

Kind regards

Andrew Cocklin

Chair of Governors

## About our School

The school prides itself on being a nurturing and warm community. We are passionate about creating the conditions for each child to reach their full potential. We give our children opportunities to take part in experiences they may not otherwise be able to access.

We encourage our children to be proud of and learn about their own heritage and we combine our values and fundamental British values to ensure Woolton Primary children are prepared for life in modern Britain.

Some core data:

Number of children on roll: 650 (including nursery)

Children with SEN: 13.1%

Attendance: absent rate 3.6%

Pupil Premium: 13.3%

Children on FSM: 16.6%

Children with EAL: 5.6%



Woolton Primary School is a large school site with excellent outdoor space and resources.

We are situated in the heart of Woolton, which has excellent transport links to the surrounding areas.

## What our pupils say.

### What do you think makes a headteacher a great leader?

- Being kind, respectful, and supportive, while showing all of our school values.
- Determination and the ability to balance being kind and strict at the same time.
- Someone who is happy, cares for the ecosystem, and works well with others.
- Listening to feelings, comforting pupils when upset, and making everyone feel supported.
- A leader who always makes time for children, helping them feel safe and cared for.
- Someone who believes in us, encourages us to try our best, and celebrates our successes.
- A headteacher who listens to both pupils and teachers equally, showing respect for everyone.



### If you could give the new headteacher one piece of advice, what would it be?

- Get to know the children and don't stress, everyone will support you.
- Remember to notice all pupils, including those who may not always ask for help.
- Be fun and kind but also know when to be strict.
- Always think of the ecosystem and include it in your decisions.
- Take time for 1-1 interactions with pupils and remember that kindness always wins.
- Good luck, you've got this! Don't be afraid to make mistakes, and remember to care for yourself.
- Trust the staff, they help us feel safe and they inspire us every day.
- Remember that the children and teachers all work together here as one big family.

## **What our staff say**

### **1. What do you think makes Woolton Primary a special place to work?**

- Woolton Primary feels like a "home away from home" due to its strong sense of community and respect among staff and children.
- It fosters a supportive environment with teamwork, aligning with the Woolton Way values.
- The school's children are a key highlight, embodying the school's ethos.
- Positive and professional relationships are maintained among staff members.

### **2. What are some of the things you love most about working here?**

- Consistency in approach and high expectations for both staff and pupils.
- Ongoing opportunities for professional development, staff training, and the renewal of skills.
- The support and trust from leadership, particularly the headteacher.
- A focus on inclusivity, ensuring all children are supported, not just academically but in all aspects of their lives.
- A strong sense of community, collaboration, and encouragement among staff.
- The wide range of experiences and opportunities offered to children.

### **3. What do you feel is the biggest strength of our school?**

- Woolton Primary's identity and values are visible and upheld, with a strong motto: "Better Never Stops."
- High standards of teaching and learning, supported by skilled and enthusiastic staff.
- Pupils who are articulate, kind, and respectful.
- Inclusivity and an understanding of the unique challenges families face.
- A positive and enthusiastic school culture fostered by teachers and the wider staff community.
- There is a good level of staff support.

### **4. What support do you think staff value most from a headteacher?**

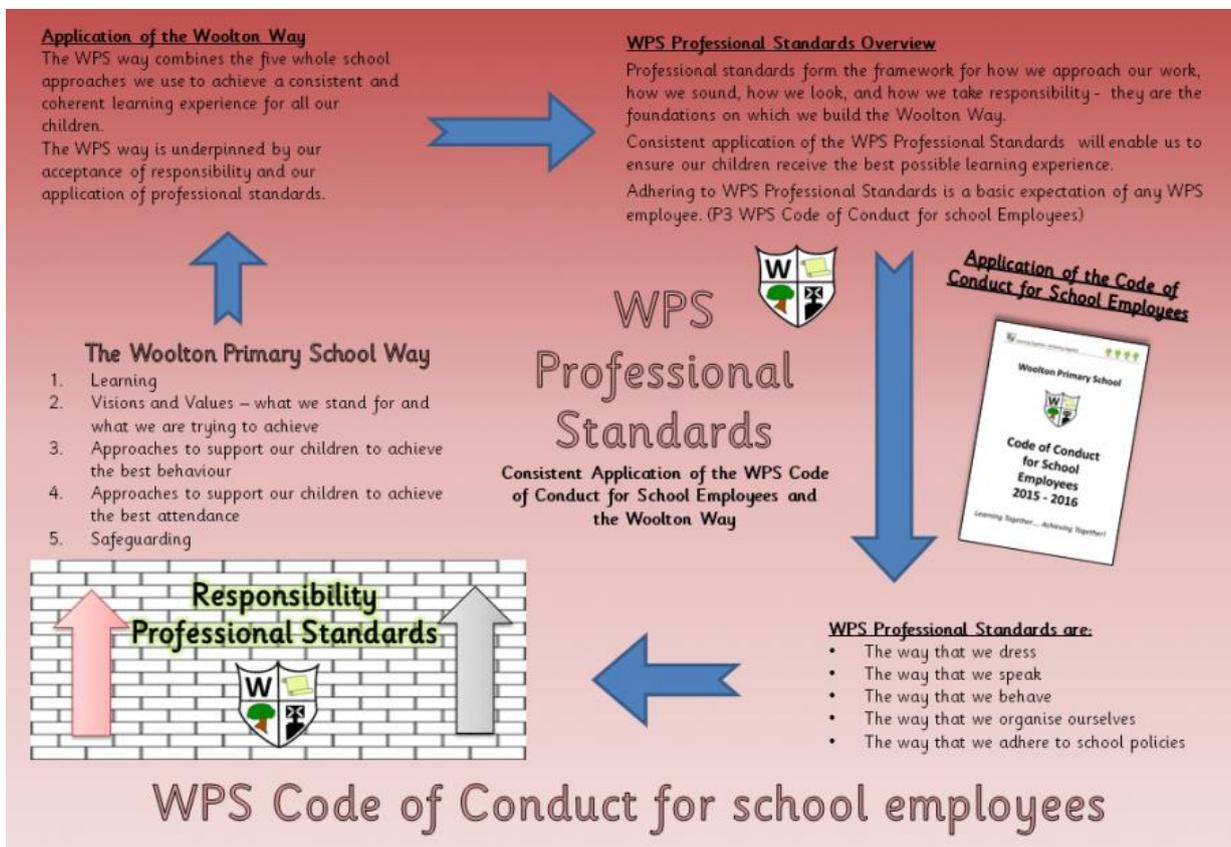
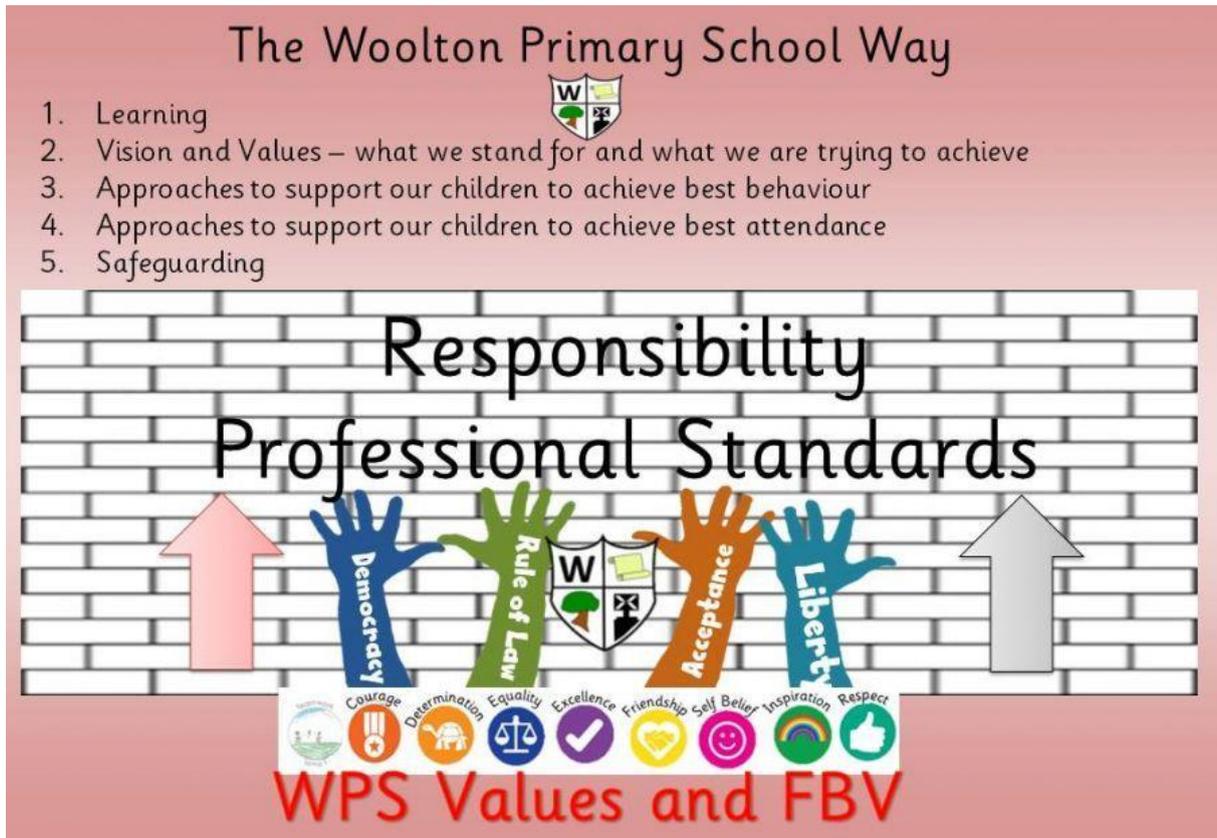
- Approachability and respectfulness to ensure all staff feel valued and supported.
- Flexibility and understanding of individual needs and circumstances.
- A visible presence in the school and an open-door policy for both personal and professional concerns.
- Trust in staff to carry out their roles effectively while providing the necessary support.
- Opportunities for continuous professional development (CPD) and learning.
- A kind and approachable presence that maintains the school's community spirit.
- Recognises the importance of family commitments.

### **5. What is one thing you'd like to see a new headteacher do to continue making Woolton an amazing place to work?**

- Take the time to understand Woolton's unique culture and context before making changes.
- Build strong relationships with staff, children, and parents by being present and engaged.
- Uphold Woolton's values and the Woolton Way while continuing to foster its positive, inclusive environment.

## Our School Vision

The Woolton Way combines the five whole school approaches we use to achieve a consistent and coherent learning experience here at Woolton Primary.



We have three key phrases to describe our school – we are values-led, we have whole school approaches but we also personalise learning.



Our WPS values lead the way in all our work and provide the foundations of our welcoming and supportive school ethos.

- We worked together to establish our values when WPS first opened in September 2011, they are the Olympic and Paralympic values.
- In September 2015 we reviewed our values and added Teamwork and Self-belief. Children also worked to design our values symbols. Our values are reviewed on an annual basis.
- In 2023 we started a special focus on our value of equality. Children and staff worked to establish our school definition of equality.

This is:

**Equality at WPS**

At WPS Equality = Making sure everyone has the opportunity to reach their full potential and achieve their goals by treating everyone fairly and respectfully, regardless of their differences, and celebrating our individuality.

Our WPS children also said that the word equality contains the words equal and quality - they said "we should all be equal and celebrate our different qualities"

## WPS Curriculum

### Intent

Our curriculum puts the child at the centre of our caring, sharing, achieving school, where positive relationships, based on mutual trust and respect are at the heart of everything we do. Our ambitious curriculum has been designed to take account of the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It exposes our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics required to succeed in life. The creative arts are important to our curriculum delivery and ensure that our children are immersed in vibrant experiences, allowing each of them to express themselves as an individual. The key principles behind the design of our curriculum are for our children to:

- be confident, independent and resilient; displaying a thirst for learning
- be kind; showing empathy and compassion whilst valuing diversity
- achieve academically across the entire curriculum, meeting at least the national expectation by the end of their primary education
- be culturally knowledgeable about our country and our world
- have aspirations for the future and know that these can be reached through hard work and determination
- be well prepared for the challenges of the secondary school
- Ultimately, we want all of our children, to be the best they can be, making a positive contribution to the world they live in whilst upholding our school motto of “**Better never stops.**”

### Curriculum Implementation

Children are expected to work hard and demonstrate positive learning behaviours to both maximise their own individual learning potential as well as contribute to the school and wider community. Our Passport to Learning Cards and our school values allow us to reward the behaviours we strive to develop. We have high expectations of attendance, academic achievement and children’s behaviour. We are committed to working in partnership with parents as we believe that when home and school work closely together, we get the best outcomes for our Children.

PSHCE lies at the heart of the curriculum we deliver and enables us to closely meet the needs of our pupils. Our PSHCE framework, focuses on well-being, positive self-awareness, relationships and the wider world, was written after consultation with the school. Our children have access to a wide range of opportunities which promote personal safety and pupil voice with all children being actively involved in whole school decision making through the School Council and many positions of responsibility. Our curriculum recognises the importance of pupils’ physical and mental well-being in shaping their long-term life-style choices.

We believe that our fundamental task is to teach our children to speak clearly and articulately and to read and write effectively. Reading across all curriculum areas is a priority to extend and deepen pupils understanding and use of We want pupils to develop a love of reading during their time at

Woolton Primary School and be exposed to a range of classic and contemporary literature. The use of the Blaise the Bus, Giant Book Building, class Libraries and class shared texts are pivotal to this.

In order to raise aspirations and equip children with a real belief that they can achieve anything if they are prepared to work hard, it is important that we prioritise experiential learning within our curriculum. Visitors are regularly invited into school, educational and residential visits are carefully chosen to deepen understanding and we make the most of our beautiful outdoor learning environment to enhance hands-on learning

Children from across the school have access to a wide range of extra-curricular activities including sport and music.

Continuing Professional Development for all staff is a priority to ensure they have the necessary skills and knowledge to deliver the highest standards across the entire Music, art and sports specialists work alongside teaching staff to enhance curriculum delivery. Subject Leaders have the necessary expertise to play a pivotal role in both the design and delivery of their subject area, ensuring a clear progression of both skills and knowledge across all year groups, underpinned by a robust assessment system. They can articulate how learning is re-visited and developed year-on-year, to ensure a real depth of learning right across the school.

## **Impact**

- Our children demonstrate confidence, independence, resilience and a real thirst for learning.
- Our children are able to form meaningful relationships based upon mutual respect and trust, recognising and celebrating difference, not only within the school community, but in the wider world as well.
- Our children have access to a wide and varied curriculum, allowing each of them to excel as individuals and be the best they can be.
- Our children achieve at least the expected standard across the entire curriculum by the end of each Key Stage.
- Our children are well prepared to access the challenges of the secondary school
- Our children have aspirations for the future and know that these can be realised with hard work and
- Our children grow up being able to make a positive contribution to the world in which they

## Job Description

Headteacher Job Description	
Position:	Head Teacher
Pay Range:	L20 – L27
Responsible to:	Governing Body and Local Authority

This appointment is made by the Governing Body of the school. 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. In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Governing Board, the staff of the school, its pupils and the parents of its pupils.

The Governing Body acknowledge the importance of the role of the Headteacher and will actively offer continuing support, encouragement, affirmation and realistic challenge to the successful candidate.

**The Governing Body is committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.**

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 headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

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

The core purpose of the Headteacher is to provide professional leadership and management for 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.

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.

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, 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. Headteachers' Standards**

### **1. School culture**

- 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**

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which

respect the distinct nature of subject disciplines or specialist domains

- Ensure effective use is made of formative assessment

### **3. Curriculum and assessment**

- 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**

- 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**

- 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<sup>8</sup> and special educational needs and disabilities<sup>9</sup> 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**

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## **7. Organisational management**

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding<sup>10</sup>, as part of the duty of care<sup>11</sup>
- 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**

- 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**

- 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**

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- Establish and sustain professional working relationship with those responsible for governance
- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

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.

<b>Headteacher Person Specification</b>	
<b>Position:</b>	<b>Headteacher</b>
<b>Pay Range:</b>	<b>L20 -L27 (Group 4)</b>
<b>Responsible to:</b>	<b>Governing Body and Local Authority</b>

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**.

**Key: A = Application    I = Interview    CC = Certificate Check**

<b>(A) Qualifications</b>	<b>Essential / Desirable</b>	<b>Assessment</b>
Qualified teacher status	<b>E</b>	<b>A, CC</b>
Degree or equivalent qualification	<b>E</b>	<b>A, CC</b>

<b>(B) Professional Development</b>	<b>Essential / Desirable</b>	<b>Assessment</b>
Evidence of recent and appropriate professional development for the role of headteacher.	<b>E</b>	<b>A, I</b>
Has successfully undertaken child protection training and demonstrates essential knowledge of legislation for the protection of young people	<b>E</b>	<b>A, I</b>
Has successfully undertaken appropriate training for the role of Designated Safeguarding Lead or has a commitment to do so.	<b>E</b>	<b>A, CC</b>
Has successfully undertaken the Secretary of State's Safer Recruitment Training or has a commitment to do so before taking up post or within twelve months of taking up post.	<b>E</b>	<b>A</b>

<b>(C) School leadership and management experience</b>	<b>Essential / Desirable</b>	<b>Assessment</b>
Recent significant and successful leadership as a Headteacher, Deputy Headteacher or Head of School. (or as an assistant headteacher if their current school does not have a deputy)	<b>E</b>	<b>A, I</b>
Shows an understanding of the school's vision and key priorities	<b>E</b>	<b>A, I</b>
Evidence of involvement in school self-evaluation and strategic development planning	<b>E</b>	<b>A, I</b>
Experience of monitoring staff performance and providing professional challenge and support through Performance Management	<b>E</b>	<b>A, I</b>
Evidence of successfully taking a lead role in whole school improvement including, curriculum development, implementation and evaluation of impact	<b>E</b>	<b>A, I</b>
Proven experience of monitoring and evaluating teaching and learning to raise standards in order to positively impact on outcomes for all children including those with SEND	<b>E</b>	<b>A, I</b>
Understanding and knowledge of strategic financial and budget management		<b>A, I</b>
Experience of leading on the development, implementation, monitoring and evaluation of statutory policies and procedures	<b>E</b>	<b>A, I</b>
Demonstrate up-to-date knowledge and understanding of key legislation in relation to working with and protection of children	<b>E</b>	<b>A, I</b>
Maintains awareness and can provide evidence of work undertaken in relation to current national and local educational policy and strategy	<b>E</b>	<b>A, I</b>
Experience of leading effective staff development across the Primary phase and provide evidence of impact	<b>E</b>	<b>A, I</b>
Evidence of working effectively with a Governing Body providing advice and support to enable it to meet its responsibilities		<b>A, I</b>
Proven track record of effective monitoring and evaluation of behaviour management strategies to maintain a positive learning environment	<b>E</b>	<b>A, I</b>
Evidence of working with and engaging positively with families to promote the caring culture and ethos of the school	<b>E</b>	<b>A, I</b>

<b>(D) Experience and knowledge of teaching</b>	<b>Essential / Desirable</b>	<b>Assessment</b>
Experience of teaching in more than one school within the advertised phase		<b>A, I</b>
A current knowledge and understanding of all key-stages represented in the school.	<b>E</b>	<b>A, I</b>
Demonstrate an up-to-date knowledge and understanding of key legislation in relation to working with and protection of children	<b>E</b>	<b>A, I</b>
Effectively analyse school data and identify appropriate actions to raise standards/address weaknesses	<b>E</b>	<b>A, I</b>
Exemplify how the needs of all pupils have been met through high quality teaching	<b>E</b>	<b>A, I</b>
Experience of leading on the development, implementation, monitoring and evaluation of statutory policies and procedures	<b>E</b>	<b>A, I,</b>
Experience of leading on the development, implementation and evaluation of an inclusive and aspirational curriculum	<b>E</b>	<b>A, I</b>

<b>(E) Professional and personal attributes</b>	<b>Essential / Desirable</b>	<b>Assessment</b>
A passion for achieving the very best outcomes for all children	<b>E</b>	<b>A, I</b>
An ability to communicate effectively, both orally and in writing, to a range of audiences	<b>E</b>	<b>A, I</b>
Uphold and demonstrate the Seven Principles of Public Life - demonstrate the values & virtues of ethical leadership at all times	<b>E</b>	<b>A, I</b>
The capacity to provide inspirational, enthusiastic and innovative educational leadership and inspire confidence	<b>E</b>	<b>A, I</b>
Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job	<b>E</b>	<b>A, I</b>
Commitment to the mental health and wellbeing of staff, pupils and their families	<b>E</b>	<b>A, I</b>
Be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice	<b>E</b>	<b>A, I</b>
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	<b>E</b>	<b>A, I</b>

### **Professional Skills**

Each candidate will also 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 our school.

### **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 **2 sides of A4 - Arial font**.

### **Confidential References**

References will be sought for shortlisted candidates prior to the interview date.

Positive and supportive references are required from:

1. The applicant's present school or current employer; (essential)
2. Another professional. Where the applicant is not currently employed working with children, this must be the most recent school or college employer. Local agreements may prescribe that the second professional reference is provided by a SIP or local authority adviser whenever possible. (essential)

The governors reserve the right in exceptional cases to seek additional references from other former employers where this seems appropriate.

Final confirmation of the appointment is subject to satisfactory reports on health and attendance which will be requested only after the offer of appointment has been made.

Woolton Primary School

Out Lane, Woolton, Liverpool L25 5NN

Tel: 0151 428 3066

Email: [admin@wooltonprimary.com](mailto:admin@wooltonprimary.com)

Website: [www.wooltonprimary.com](http://www.wooltonprimary.com)

