

Welbourn C of E Primary School

Headteacher recruitment information

March 2024



Welbourn Church of England Primary School
"Believe, Excite, Succeed, Together"

Our school

Welbourn Church of England Primary is a small school which provides a supportive environment for our children to learn and develop their unique talents and abilities.

Our school lies in a village just off the main A607 road between Lincoln and Grantham. We teach reception to year 6 (age 4-11) in mixed age classes and attract children from many other villages because of our strong reputation for being a nurturing creative family school.

We currently have 68 children organised into 3 classes, although in practice the mornings are broken down into small phonics groups and year-group maths supported by experienced TAs and HLTAs, and the afternoons can be 3 or 4 classes depending on the topics and curriculum needs. During play times, worship, and at other times such as Art Week and sports day, our whole school comes together, with children across all ages working and playing together.

We are a Church of England primary school, and we promote and develop Christian attitudes throughout the school so that our children should experience awe and wonder, are able to make informed decisions, and flourish and make a difference in the world.

Our pupils and parents are committed. Parent feedback at our last Ofsted inspection was really positive, and it is a pleasure to work with our parents and carers. Our headteacher welcomes children at the school gate each morning, and the headteacher and staff are there to say goodbye at home-time. This provides informal but really important links between home and school, and also reflects in our attendance, which is above average.

We are proud of the support that we have in place for children to learn about their emotions and behaviours. This week, we have a focus week on neurodiversity, and children are learning how different people interact with the world in different ways. Our priority is for all children to be able to access the full range of learning and opportunities available and to make a positive difference to our school. We use *myHappymind* with children and work with a behaviour specialist in school to support our qualified SENDCo and classroom staff.

"Pupils are happy at Welbourn Church of England Primary School. They enjoy their learning and talk with enthusiasm about school life. They understand and meet the high expectations set by staff. Pupils say that they feel safe. They like the rewards they earn for doing their best." (Ofsted, 2023)



Our curriculum

We believe that all children deserve a highly creative, engaging, and inclusive curriculum, which develops a love of learning and self-confidence. Our curriculum is well-developed and secure, with ongoing monitoring by governors and staff to ensure that it continues to meet the needs of our pupils and develops knowledge, skills, understanding and progression across all subjects. It is designed to be personalised, reflecting the background and experience of our pupils, and is underpinned by the belief that in order for children to develop understanding they must revisit and retrieve key knowledge and have a rich language experience.

The experience and expertise of our subject leaders and class teachers is supported by external specialists for PE and music. We have a PE subject leader in school, as well as support on two days each week from Carres Outreach. Carres also gives our pupils opportunities to attend inter-school sporting events and grow their confidence and experience. Our children's lessons with Lincolnshire Music Service give them access to a music specialist who builds fantastic musical skills over their time at Welbourn.

Each half-term, our curriculum is enhanced by an 'Inspiration Day', where children are introduced to their topic. These often include visits from external organisations, for example forest school leaders, Roots to Food or members of the armed forces.

"Leaders have constructed an ambitious curriculum for all pupils, including pupils with special educational needs and/or disabilities (SEND)." (Ofsted, 2023)



Our extra-curricular activities

Our breakfast club is well-used and run flexibly to support our working parents as well as children who need occasional early morning care or for whom it provides a positive and popular start to their day. Our staff, sports coaches, and external providers also run a range of after-school clubs on site between 3.30 and 4.30pm, allowing children to enjoy extra science, art and sports, and these are used as part of wrap-around care as well as stand-alone clubs. We also take our children for active residential in KS2.



Our staff

Our staff are the heart of our school, building positive relationships with pupils and parents. They take their professional development seriously, actively engaging in their own learning within and beyond our school. We are part of Kyra teaching school alliance and work with external moderators and other organisations to develop, support and refine teaching practice. Teachers are strong subject leaders, and our new headteacher will be important in leading by example and supporting staff to continue their development.

“Relationships between pupils and adults are very positive. Pupils are polite and respectful. They behave exceptionally well.” (Ofsted 2023)

Our classrooms and outdoor space

We are fortunate to have four good-sized classrooms, two within our main building and two in separate buildings, an ‘under the sea’ library, a hall that we use for worship and lunches, and an area that is used for breakfast club before school and interventions during the day. Our younger children also have access to outdoor space from their classrooms. Outside we have a tarmac playground and a field that our children love spending their break times on (football is popular in the middle, while bug hunting seems to be a favourite in the trees around the edges) and is used for PE and after-school sports clubs.



Pupil voice

It is important to us that each child is given the opportunity to contribute to our school and develop their leadership skills. This can be in many ways, including, within school, working as

- School council, with members running for elections and voted for by classmates
- Mini police
- Playground leaders
- Sports crew
- *myHappyMind* ambassadors.



Our community

We have strong links within our village: with our church, where we share celebrations and commemorations; with the pre-school; and with two care homes, where we read together and share Christmas performances.



Our values

Our values run throughout our school, and our school vision, which tries to encompass them, states that:

“At our caring village school, we believe that we can each make a positive difference in the world. We encourage creativity and curiosity to explore old and new horizons. Together, we work hard, supporting, respecting and challenging each other to succeed. Growing in understanding, we aim to empower voices to become articulate and knowledgeable. Our vision is for everyone at our school to be able to express themselves with confidence and consideration.”

We also build our school on our six Christian values: justice, peace and forgiveness, love and compassion, service and stewardship, equality, and generosity and thankfulness.

What type of person are we looking for?

We are looking for a leader who is an outstanding teacher to build on the success and strengths of our school.

Our ideal candidate will be someone who is an aspiring or existing headteacher with significant experience in a varied and dynamic school. The best candidate will be someone who has experience of developing high teaching standards and who enjoys the challenges and rewards of a small primary school (this is not an office-based role).

Our children would like the governors to recruit a headteacher who is good at teaching, creative, who is kind and supportive, who is good at managing behaviour and supporting special needs, and who is only strict when needed.

Our staff would like our new headteacher to be someone who works with them and trusts them to do their job, and who is supportive of their workload and wellbeing.



Come and look around

We would love to show you our school before you choose to apply. If you wish to have a look around, you are very welcome at the following times:

Wednesday 17th April at 9.30am, 10.30am, 4pm or 5pm

Friday 19th April at 2.30pm

Monday 22nd April at 1.30pm or 4.30pm

Please register your interest in attending with our administrator by emailing jackie.dwane@welbourn.lincs.sch.uk.

If you are not able to visit at these times but would like to see our school before the application deadline, please contact us and we'll see what we can arrange.

Key dates

The deadline for applications is 12 midday on Monday 29th April.

We will shortlist applicants for interview and let candidates know by the end of the day on Thursday 2nd May whether they are invited for interview.

Interviews will take place on Thursday 9th May.

The start date for the position is 1st September 2024.



Welcome from the Governors

Dear applicant,

Welcome to Welbourn, and I'm really pleased that you are interested in applying to be our headteacher when our current headteacher moves to a larger primary school in September.

We are a small, rural, Church of England school, in the heart of Welbourn village. We currently have 3/4 classes, with 68 on roll, and an intake exceeding PAN for September. Our children come to us from Welbourn and surrounding villages, as well as a number who live further afield.

Over the last decade, the school has changed in some fundamental ways. We were judged by Ofsted as Requires Improvement in 2017 and 2019, but work since then means that we are stronger than ever, and our most recent inspection in 2023 judged us as Good, with Outstanding behaviour and attitudes. Our curriculum is strong, and children learn well. We have a great school business manager and office administrators, our budget is stable, and we are able to invest in some of the extras that give our children targeted academic, emotional and behaviour support and broader classroom opportunities, including for music.

However, while the curriculum and learning has undertaken rapid improvement, there have also been constants, not only in our committed staff, but also in key attitudes that define us: our children working and playing with others across the school without prejudice; our staff ensuring that all children are included and can learn; and our school always being welcoming, inclusive and kind.

Our new headteacher will join us at an exciting time, leading a strong and capable school where everyone is part of a team. In our small school, our headteacher will not only be a headteacher, but will also retain an active involvement in classroom practices. Our current headteacher, for example, does not have a class teacher commitment, but runs phonics lessons, maths boosters, and provides some of the classroom PPA and sickness cover. We have built strength by working with others beyond our school, including through moderation and training, and we are looking for our new headteacher not only to continue this, but also to seek further opportunities to work with and support other schools.

Our full governing body includes a range of skills and experience, providing great support and challenge to the headteacher in developing themselves and the school as a whole.

If you are looking to be part of our amazing primary school, then we would love to hear from you.

On behalf of the governing body,

Sabrina Smith

Chair of governors

sabrina.smith@welbourn.lincs.sch.uk



Job description

Job title: headteacher

Grade: L6-L12 (negotiable starting point)

Purpose of the job: the headteacher will provide professional leadership, vision and strategic direction for the school. They will develop an environment which enables all children and staff to thrive. The headteacher will ensure that the school's aims and objectives are implemented in accordance with the policies of the governing body and national and local education strategy.

Main duties:

1. School culture
 - a. To establish and sustain the ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
 - b. To create a culture where pupils experience a positive and enriching school life
 - c. To uphold ambitious educational standards which prepare pupils from all backgrounds for the next phase of education and life
 - d. To promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
 - e. To ensure a culture of high staff professionalism
2. Teaching
 - a. To undertake teaching. This may include covering staff absence and staff PPA hours, and teaching booster groups and specific lessons.
 - b. To 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
 - c. To ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
 - d. To ensure effective use is made of formative assessment
3. Curriculum and assessment
 - a. To ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
 - b. To ensure effective curriculum leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
 - c. To ensure all pupils are taught to read through the provision of evidence-informed approaches to reading
 - d. To ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
4. Behaviour
 - a. To establish and maintain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
 - b. To ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
 - c. To implement consistent, fair and respectful approaches to managing behaviour



- d. To ensure that adults within the school model and teach the behaviour of a good citizen
- 5. Additional and special educational needs and disabilities
 - a. To ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
 - b. To sustain a culture and practices that enable pupils to access the curriculum and learn effectively
 - c. To ensure that 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
 - d. To ensure that the school fulfils its statutory duties regarding the SEND code of practice.
- 6. Professional development
 - a. To ensure that staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
 - b. To 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
 - c. To ensure that professional development opportunities draw on expert provision from beyond the local authority, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
- 7. Organisational management
 - a. To ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
 - b. To prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds
 - c. To ensure staff are deployed and managed well with due attention paid to workload
 - d. To establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
 - e. To ensure rigorous approaches to identifying, managing and mitigating risk
- 8. Continuous school improvement
 - a. To 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
 - b. To develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school
 - c. To ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- 9. Working in partnership
 - a. To forge constructive relationships, working in partnership with parents, carers and the local community
 - b. To commit to work successfully with other schools and organisations in a climate of mutual support and challenge
 - c. To 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

- a. To understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- b. To foster and maintain a professional working relationship with those responsible for governance
- c. To ensure that staff know and understand their professional responsibilities and are held to account
- d. To ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



Person specification

Selection decisions will be based on the criteria outlined below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met. When completing your application, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criterion through reference to your work or relevant experience. These criteria will be assessed using evidence from your application form, formal interview, interview tasks and references.

	Essential	Desirable
Have qualified teacher status (some of this role is expected to be classroom based)	X	
Have an NPQH		X
Have a proven track record of successful senior leadership experience within a primary school	X	
Have successful experience of leadership in a school that has achieved or maintained high standards that are shown in pupil outcomes.	X	
Show evidence of proactively pursuing continued professional development and being a lifelong learner	X	
Have experience across the whole primary provision including the EYFS	X	
Have an excellent understanding of the primary curriculum across all Key Stages including EYFS	X	
Have experience of teaching across the primary curriculum and key stages including EYFS		X
Show evidence of actively maintaining a safe, nurturing and well-ordered school environment	X	
Be able to continue and further develop a wide and inclusive curriculum in order to nurture the 'whole child'	X	
Be able to articulate a clear vision of how to take the school forward, building upon existing strengths and taking all members of the school community with them	X	
Have experience of working in a church school		X
Be committed to uphold and promote the Christian ethos and continue to embed the church school values	X	
Understand the distinctive nature of a Church School and be willing to develop that understanding further	X	
Lead by example with integrity, inspiration, resilience and creativity, drawing on their experience and skills of staff and governors	X	
Be able to manage own workload and that of others with the support of the senior leadership team and governors to enable all to flourish	X	
Be able to provide constructive feedback to staff and children that promotes next step development whilst recognising achievement	X	
Show evidence of identifying and developing emerging talent and leadership ability		X
Value mutual support and respect, fostering strong working relationships and building an effective team	X	
Show evidence of creating a culture which enables the personal, social and emotional development of each child in order to optimise learning potential	X	
Be committed to respond to the voice of the child	X	
Be committed to aspirational educational standards for all pupils and staff	X	
Keep abreast of the latest educational developments and research	X	



Have a clear understanding of the SEN Code of Practice and proven experience of supporting children in overcoming barriers to learning	x	
Demonstrate commitment to safeguarding and promoting the welfare of children	x	
Have current safeguarding training	x	
Be willing to take on the role of Designated Safeguarding Lead and to promote safeguarding as an integral part of school life	x	
Have current safer recruitment training		x
Have current behaviour management training		x
Be willing to undertake the training and practical roles required to work as part of the staff team managing pupils' behaviour needs	x	
Be committed to promoting diversity, equality and inclusivity	x	
Have a clear understanding of the impact of budgets and strategic financial planning on school sustainability	x	
Have a proven track record of building and maintaining positive relationships with all members of the school community	x	
Be able to maintain and develop opportunities for partnerships with parents, other schools, local businesses, local churches and other community groups	x	
Be outwardly facing in order to collaborate with other schools and relevant organisations to offer mutual challenge and champion best practice	x	
Demonstrate evidence of encouraging the personal and professional development of all staff	x	
Welcome support and challenge from the governing body and actively support the governors to deliver their functions effectively	x	
Have experienced an Ofsted inspection at a leadership level	x	
Be able to build on our last Ofsted inspection outcomes	x	
Have experience of a SIAMS inspection at leadership level		x
Be an excellent communicator and have strong interpersonal skills (written, verbal and aural)	x	
Be inspiring and motivating	x	
Be approachable and accessible	x	
Be reflective - able to accurately assess strengths and weaknesses and the impact of change and development	x	
Have enhanced DBS clearance	x	
Receive fully supportive references	x	

Other duties- The headteacher is expected to carry out the duties in accordance with the school's policies and procedures.

The duties and responsibilities in this job description are not exhaustive. The headteacher may be required to undertake other duties within the general scope of the post which may include contributing to the wider life of the school. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside the general scope of this grade of post will be with the consent of the headteacher.

Safeguarding- Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All employees need to be aware of the possible abuse of children and vulnerable adults and if you are concerned you need to follow the Lincolnshire County Council Safeguarding Policy. In addition, employees working with children and vulnerable adults have a responsibility to



safeguard and promote the welfare of children and vulnerable adults during the course of their work.

The successful candidate will be subject to an enhanced DBS check and satisfactory references. Pre-employment checks are in line with 'Keeping Children Safe in Education'. Please note, we may also include an online search of shortlisted candidates (as per para 221 of KCSIE).

Fluency Duty- In accordance with Part 7 of the Immigration Act 2016 (Fluency Duty), the ability to converse at ease with customers and provide advice in accurate spoken English is essential for this post.



Recruitment Privacy Notice

About Us

Welbourn Church of England 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 6 months from appointment.

How do we keep your data safe?

We have an information security policy which sets out how we aim to keep your personal data secure. Our data protection policy can be requested by emailing enquiries@welbourn.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 at ARK IT, c/o Welbourn Primary School
- enquiries@welbourn.lincs.sch.uk

Alternatively, you can contact the school by writing to:

Welbourn Church of England Primary School, High Street, Welbourn, Lincoln, LN5 0NH

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

