

Lincewood Primary School



Appointment of Headteacher

Information for Candidates



Essex County Council



Contents

Selection Arrangements
Letter from Chair of Governors
Job Description
Person Specification
Recruitment and Selection Policy Statement



Appointment of Headteacher

School	Lincewood Primary School
Telephone	01268 412888
Website	www.lincewood.essex.sch.uk
School Group Size	Group 3 NOR 403
Salary Range	£65,310 - £75,466
Start Date	April 2021

Selection Arrangements - The Process

Thank you for your interest in the Lincewood Primary School Headteacher post.

Following feedback from colleagues and previous candidates, who have told us that using the Essex schools' website to apply for posts that they are interested in is easy and fast, we would encourage you to apply for this post on-line. You can access the website from any computer, complete and save your application in full confidence that it cannot be seen or accessed until you finish your application form and press the 'Apply' button. When you apply online the Schools Recruitment Team will be sent an email automatically, and you will receive an email via the system confirming that your application has been received.

Applying online is straightforward and the first step is to create your own profile; please follow the instructions below to apply for this post:

- Click [here](#) to register and create a profile.
- When you have created your profile, please click the Apply button at the foot of the online advertisement and complete your details.
- Prior to appointment, the successful candidate will be sent an occupational health questionnaire, an SD2 criminal convictions and childcare disqualification form which they will need to complete and return to this office.

We look forward to receiving your application; please do not hesitate to contact Liz Whitelock on 03330139835 if you have any queries.

Closing date: 11 December 2020 noon

Shortlisting: 16 December 2020

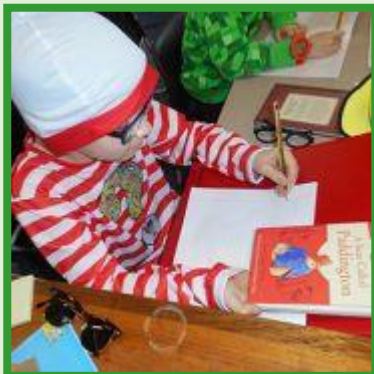
Interview date(s): 06 & 07 January 2021 (Reserve Dates 20 & 21 January 2021)

Please be aware that as the applicant you are responsible for ensuring that your application reaches us before the stated closing date, as late applications may not be accepted.

Referees

In order to comply with the guidance on safer recruitment, you are requested to provide referees in line with the following guidance:

- Existing Headteachers or Acting Headteachers currently employed in a community or voluntary controlled school are required to provide:
 - One reference from the Chair of Governors of their current school
 - One reference from the Authority, use Clare Kershaw, Director for Education
 - One reference from their previous employer if employed by them within the last 5 years.
- Existing Headteachers or Acting Headteachers currently employed in an academy, foundation or voluntary aided school are required to provide:
 - One reference from the Chair of Governors/Chair of Trustees of their current school
 - One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional.
- Existing Deputy Headteachers and others currently employed in any school or academy, are required to provide:
 - One reference from their current headteacher
 - One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional.



Lincewood Primary School
Berry Lane
Langdon Hills
Essex
SS16 6AZ
T: 01268 412888
office@lincewood.essex.sch.uk



Dear Candidate,

On behalf of the Governors I would like to thank you for the interest you have shown in the position of Headteacher at Lincewood Primary School. I hope that you will find our person specification and website useful in finding out more about the post and the school.

I should point out that since July 2018 the school has been subject to intensive support from the Local Authority. The school is currently in statutory intervention and a Strategic Intervention Board (SIB) is currently in place in order to strengthen the leadership of the school and management of the school's finances. These remain very healthy. The school has been receiving additional leadership support since July 2018. An Executive Headteacher is currently supporting the school on a part-time basis.

The Local Governing Board and the Strategic Intervention Board are confident that prospective candidates will see the enormous potential of Lincewood Primary and the opportunities it provides.

Governors want to appoint someone who has the vision, enthusiasm and energy to lead and motivate the staff and children in developing the school further to provide an exceptionally high standard of education. Our aim is that all our children are happy, valued, engaged with their learning and able to achieve their full potential.

We place great value on the quality of teaching, learning and assessment throughout the school and aim for the highest quality in all that we do. We prioritise the importance of educating the whole child so that our young people are prepared for the future phases of their education and equipped to manage better their own lives and to take their place as members of society.

Ours is a caring and friendly school which espouses strong community links and values. We want to provide the best environment and opportunities for our children through our enriched curriculum. Sport is important and we offer an exciting range of extra-curricular activities, making full use of our swimming pool, playing field and all weather 4G artificial surface.

We are aware that it is often difficult to get the feel of a school simply from the information in this pack and on our website and so if you are interested in applying I would strongly encourage you to arrange a visit to the School at your earliest opportunity. We are able to offer school visits between 3 -10 December 2020 and if you would like to arrange a visit to the school please contact Jane Tyson on 01268 412888 or email the school office at admin@lincewood.essex.sch.uk. Jane will then, within the current restrictions, make the arrangements. Applications close on Friday 11 December 2020.

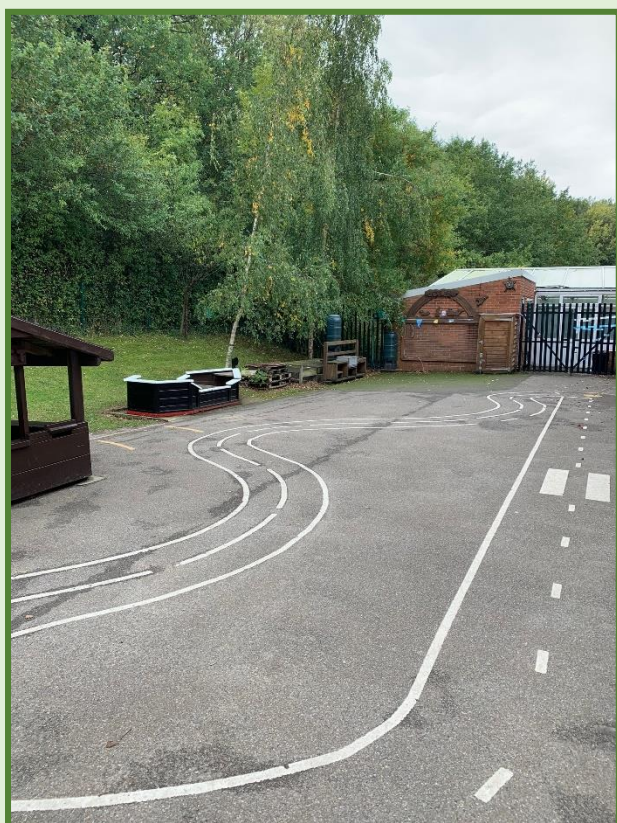
We plan to hold interviews on Wednesday 6th and Thursday 7th January 2021 at the school but have also identified Wednesday 20th and Thursday 21st January 2021 as reserve dates given the current situation. You will appreciate the need for flexibility in these unusual times and so these arrangements are subject to change.

I hope that you will decide to apply, and if this is the case, please include with your completed application form your supporting statement, which should relate closely to the person specification.

Yours sincerely

Scott Crolly

Chair of Governors



Headteacher Job Description

Core Purpose

The Headteacher will be responsible for the internal organisation, management and control of the School in accordance with applicable legislation, the policies of the governing body (including its annual budget) and the instrument and articles of governance of the School.

The Headteacher, working with the governing body, senior leadership team and School staff, will provide overall strategic leadership for the School. The Headteacher will:

- lead, develop and support the direction, vision, values and priorities of the School
- develop, implement and evaluate the School's policies, practices and procedures
- lead and manage teaching and learning throughout the School
- ensure accurate School self-evaluation to inform School improvement planning
- have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the School.

The job description should be read in conjunction with the contractual requirements and responsibilities of headteachers set out in the School Teachers' Pay and Conditions Document.

Principal Accountabilities:

Safeguarding

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services.
- Operating clear whistleblowing procedures,
- Sharing information, with other professionals.
- Assigning a designated professional lead for safeguarding / take responsibility as the designated professional lead for Safeguarding.
- Operating safe recruitment practices.
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice.
- Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the School's vision, ably translating local and national policy into the School's context.
6. Communicate compellingly the School's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Systems and Process

1. Ensure that the School's systems, organisation and processes are well-considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in School and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set School strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the School's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
7. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
8. Consult and communicate with the governing body, staff, pupils, parents and carers.
9. Lead and manage/be responsible for safeguarding and promoting the welfare of children.

The Self-Improving School System

1. Create outward-facing schools which collaborate with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
7. Participate in arrangements for their own further training and professional development and appraisal and review of own performance.

Lincewood Primary School Person Specification

Requirement	Essential	Desirable
Qualification	<ul style="list-style-type: none"> • Qualified Teacher Status. • Suitable academic and/or professional qualifications in school leadership and management. • Strong evidence of on-going relevant Continuing Professional Development. 	<ul style="list-style-type: none"> • NPQH. • Further post-graduate study equivalent to Masters level or higher.
Experience	<ul style="list-style-type: none"> • Proven record of success as a senior leader in a school. • Experience across the primary age range. • Proven record of successful and inclusive classroom teaching. • Competent ICT skills and knowledge particularly in support of learning. 	<ul style="list-style-type: none"> • Significant experience as a Headteacher or Head of School. • Experience in EYFS. • Experience of leadership in more than one school. • Experience in liaison with external agencies and partnerships.
Leadership and Management	<ul style="list-style-type: none"> • Proven leadership and management skills. • A clear vision of excellence in education. • A proven ability to raise educational standards for all pupils and a commitment to high standards of achievement. • Experience of and a strong commitment to the protection and safeguarding of young people. Up to date knowledge of Child Protection procedures in line with KCSIE September 2020. • A commitment to supporting the mental health and wellbeing of pupils and staff. • A proven record of the management of change which has significantly improved outcomes. • Understanding of strategic improvement planning and subsequent budget planning. • Experience of working effectively to support Governors and a clear understanding of their strategic role. • Ability to create, implement and evaluate robust and measurable school improvement plans. • Evidence of good working relationships with parents and the wider school community to enhance opportunities for young people. 	<ul style="list-style-type: none"> • Evidence of commitment to a distributive and collaborative style of leadership. • Experience of project management and dealing with finance and premises issues. • Evidence of developing leadership in partnership with other schools, for example as a National or Specialist Leader of Education (NLE/SLE). • Experience of effective use of pupil premium funding to raise attainment.

	<ul style="list-style-type: none"> • Pro-active approach to Performance Management of teaching and support staff. • Commitment to the continuing professional development of all staff, including your own. 	
Knowledge and Skills/Teaching and Learning	<ul style="list-style-type: none"> • Demonstrable knowledge of current curricular and educational issues and relevant legislation. • Commitment to inclusion, SEND and equality of access for all children to all aspects of educational provision including extra-curricular activities. • Clear understanding of what is effective teaching and learning and what makes a successful primary curriculum. • Clear knowledge and understanding of assessment and monitoring procedures and ability to implement these. • Able to demonstrate a proven and consistent approach to behaviour management. • Knowledge of current Health and Safety Regulations and the assessment of risk. • Commitment to the personal achievement of every child. 	<ul style="list-style-type: none"> • Innovative and creative approach to teaching and learning. • A commitment to developing learning beyond the classroom.
Personal Qualities	<ul style="list-style-type: none"> • Strong interpersonal and communication skills. • Able to articulate clear educational values, to lead by example and inspire staff and children. • Able to think and reason strategically • An adaptable and flexible approach. • A commitment to a culture of respect and how this is sustained. • Well organised and able to manage time effectively, delegate, prioritise and meet deadlines. • Able to recognise and develop staff strengths and skills, and build, support and motivate high performing teams. 	

Recruitment and Selection Policy Statement

1. The Governing Board is committed to:
 - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
 - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
 - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. The Governing Board recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy or maternity, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and settling:
 - receipt of satisfactory references*
 - verification of identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you are not on the DBS Children's barred list and therefore not barred from working with Children
 - verification that you are not prohibited from teaching
 - verification of medical fitness
 - verification of qualifications
 - verification of professional status where required e.g. QTS status
 - the production of evidence of the right to work in the UK
 - verification of successful completion of/exemption from statutory induction period

- verification that you are not subject to any s128 directions preventing you from holding a management position within a school
- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2009 or that you have provided a disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service.

The Governing Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2009 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information eg was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision The Governing Board will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Board is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of our Recruitment Procedure is available upon request.

