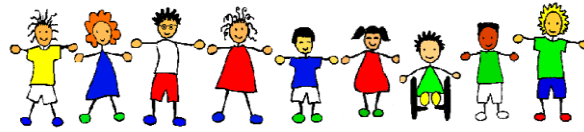


Long Bennington Church of England Academy



Be the best we can be

# Headteacher Recruitment Pack





**Be the best we can be**

Dear Prospective Headteacher,

We are delighted that you have shown an interest in the headship vacancy in our school.

Due to the promotion of our current headteacher, we are looking to appoint a dynamic head who will build on our current achievements and help provide the vision to drive our school forward, whilst remembering that our children are at the heart of everything we do.



Our school is in the village of Long Bennington which is on the borders of Lincolnshire, Nottinghamshire and Leicestershire and we have 261 “keen to learn” pupils who predominantly come from the surrounding villages. We have a fantastic and dedicated team of teachers and support staff who work incredibly hard to ensure that our children get the best education that we can possibly provide.

Our staff and children are all participants in this recruitment process and have told us they would like a leader with a strong vision for the school who is fair minded but always expects the highest standards. The successful applicant will have strong support through the transition process and beyond.

The Governing Body is looking to appoint a high calibre headteacher who will work closely with them to give our children the highest standard of education, not just academically but socially, morally and spiritually. Our school is a family and we warmly invite you to join and lead that family, as we work towards a future of further success and achievement for all.

If you are energetic, with the drive and ambition to continue to develop us both academically and pastorally, we would love to hear from you!

Yours sincerely  
Mrs. Elizabeth Brady  
Chair of Governors





**Be the best we can be**

### **THE POST**

You will be joining a very happy and supportive team who very much enjoy children and their learning. We like to be creative and innovative and are always striving to find exciting and inspiring ways of teaching children. We are looking for a friendly, reflective and positive person willing to join our team in this very successful school. You will be part of an immensely talented team of adults who are all passionate about achieving the very best for our children. The specific skills and qualities that we require of our new Headteacher are attached to this pack.

### **THE SCHOOL**

The school was founded in 1847 and it is now a Voluntary Controlled Church of England Academy. We became an Academy on April 1<sup>st</sup> 2012 and are a 'stand alone' Academy. This means that we are not attached to or sponsored by any other organisation.

Our last Ofsted Inspection was in November 2008 and we received 'outstanding' judgements for all aspects of the school. Our last Church School Inspection (SIAMs) was in July 2018 and we achieved a 'Good' judgement in all aspects.

Our school works very closely with a partnership of 7 local primary schools known as The Grace Trust. This partnership is highly proactive and effective in school to school support with a well-established and rigorous programme of peer to peer reviews, cross school moderation schedules and middle leadership development groups. The work that The Grace Schools do together is vital for the continuous school improvement of Long Bennington Academy and gives any prospective Headteacher the opportunity to both receive and drive support across a number of schools.

The school is also part of the Southwell Minster Teaching School Alliance and works with a number of other Head Teachers to secure school improvement in informal partnerships. School Improvement is also monitored and challenged by the Diocesan School Improvement Partner who feeds back directly to the Governing Body. Links with the diocese are strong, supporting whole school improvement and strengthening deeper Christian distinctiveness.

We aim for excellence in everything we do and our main task is to challenge every child to achieve more than they ever dreamed they could. We have a vibrant curriculum that is supported by our Christian Values. Inclusion and preparation for all our children to become part of a multiplex, multi-faith society in the future is highly important to us. We are a UNICEF Rights Respecting school and our parallel curriculum for EDI (Education for Diversity and Inclusion) is well developed and integral through our planning cycle.





## MISSION & VALUES

The school has the following mission statement:

*To create a caring school within a Christian context, where all children are challenged to make the progress of which they are able, whilst promoting a love of learning that will continue to motivate throughout life.*

Long Bennington Church Academy aims to:

- Provide a broad and balanced curriculum set within the requirements of the National Curriculum.
- Develop positive attitudes and patterns of behaviour within a Christian and multi-faith context.
- Continue to raise standards of achievement across the whole curriculum.
- Provide children with a variety of high-quality opportunities additional and complementary to the curriculum.
- Enhance the facilities and environment of the school within planned budgetary constraints.
- Enhance professional development and management opportunities for all staff.
- Maintain a positive profile within the local and wider community.

## CURRICULUM

The school has a reputation for work of the highest quality. First-hand experience is regarded as an essential component of children's learning with each area of study starting with a visit. There is a cross curricular approach and the curriculum is tightly integrated around termly themes.

Challenging our very able children is a constant theme!

There is a team approach to planning with a climate of openness and collaboration. All teachers share their expertise and lead others in their particular subject area.

Good manners and good behaviour are at the forefront of everything we do, and all adults take responsibility for the welfare, attitudes and behaviour of every child in the school.

The creative arts, music and sports are very important to us and teachers give much of their time in supporting children in extracurricular activities.

## FACILITIES

We have a delightful building and grounds and excellent facilities and resources. The original building was demolished in 1983 and a new school opened on the same site, which has been expanded since then.

We are very proud of our sport, music and creative arts work and run many extracurricular clubs during the lunch hour and after school each day.

High priority is placed upon providing a stimulating and attractive learning environment. This is reflected both within the school building and the school grounds.



## CHILDREN

The school is a primary academy with children admitted to school in the September of the academic year in which they are five, continuing through to Year 6. There are 261 children on roll at present who are organised into a 10 class structure.

The school is within the Grantham catchment area for secondary education, which is selective. We do not coach for the 11+ Grammar School entrance examination but about two thirds of our children move on to the Grammar Schools each year.

Our children are delightful, responsive, enthusiastic and multi-skilled. They are willing to have a go at anything and treat each other with the greatest respect. Behaviour and attitudes are excellent.

The children are very much part of our recruitment process and they have told us what they would like to see in their new Headteacher.

These are the qualities important to children in EYFS and KS1:



Children in KS2 have indicated they would like to see these traits:



## STAFF

We employ 35 teaching and non-teaching staff in total.

The current Leadership team comprises of the Head Teacher and two part time Assistant Headteachers who have clearly defined school improvement roles, one for Standards and Attainment, one for Behaviour and Welfare. Our Early Years Lead is also a member of our senior leadership team as is our School Business Manager. We have a very clear scheme of delegation for senior and middle leadership accountability where staff are very clear on their role and who is monitoring their effectiveness.

There is a commitment to a collaborative, whole-school approach to the management of the school and empowerment is a key part of its success. The adults who work here are friendly and positive and the staff room is a noisy and lively environment with much laughter and fun.

Music support teachers visit the school weekly to give private music lessons in woodwind, strings and brass. Staff are also supported by the Inspire+ programme to deliver high quality and innovative sport tuition, providing yet more opportunity to our children.

## STAFF & DEVELOPMENT

Each year a programme of priority areas is established in the form of a School Development Plan. All staff are regularly involved in a review of their personal and professional needs and their perception of school needs. A programme of Appraisal review is in place. Staff are positively encouraged to take on additional responsibilities which will further their professional development.

## PARENTS & COMMUNITY

We are proud of our close links with the local community of Long Bennington and Foston. The school is held in very high regard within its designated area and also in the surrounding areas.

We enjoy strong support from parents who assist in the classrooms and on educational visits. The Friends of the School Association (FSA) supports the school through fund-raising and social activities and assistance at our in-school special events.

There are also strong links with the local Anglican Church and ministers of different denominations are invited to lead us in worship each week. The Parish is in the Diocese of Lincoln, which actively supports its schools and provides guidance and advice in many areas, including R.E. and staff and governor training.

There is very close liaison with the local playgroup, nurseries, village groups and other local schools.



## THE GOVERNING BODY

We have a fantastic Governing Body! They are active, positive and committed to the children and staff at the school. Each class has an 'adopted' governor, and governor open mornings happen each term. Our Chair of Governors is known and trusted by everyone in the school and works very closely with us.

## THE LOCATION



Long Bennington is an attractive and growing village surrounded by farmland. It supports a diverse range of businesses, occupations and amenities and is situated between Grantham and Newark. It is bypassed by the A1, which provides easy access north and south. Rail links from Grantham and Newark are also very good.

Nottingham and Lincoln are both within easy reach.

As a county, Lincolnshire is an attractive region of great variety and charm. It combines unspoilt countryside with bustling market towns and the Cathedral of Lincoln is rich in history. Lincolnshire has a flourishing tourist trade, particularly in the coastal resorts and is a very pleasant place in which to live.

## Person Specification - Headteacher

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 paperwork, 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.

Essential	Desirable
<b>Qualifications &amp; Experience</b>	
<ul style="list-style-type: none"> <li>Sustained and successful senior leadership experience within a primary school</li> </ul>	<ul style="list-style-type: none"> <li>National Professional Qualification for Headship (NPQH)</li> </ul>
<ul style="list-style-type: none"> <li>Evidence of proactively pursuing continued professional development and being a lifelong learner</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with church schools</li> </ul>
<ul style="list-style-type: none"> <li>Qualified Teacher Status (QTS)</li> </ul>	
<ul style="list-style-type: none"> <li>Experience of developing staff and systems from Early Years to the end of Key Stage 2</li> </ul>	
<ul style="list-style-type: none"> <li>Experience of leading teaching and learning within the primary phases</li> </ul>	
<b>Safeguarding Children</b>	
<ul style="list-style-type: none"> <li>Current safeguarding training</li> </ul>	<ul style="list-style-type: none"> <li>Current safer recruitment training</li> </ul>
<ul style="list-style-type: none"> <li>Enhanced DBS clearance</li> </ul>	
<ul style="list-style-type: none"> <li>Ability to demonstrate commitment to safeguarding and promoting the welfare of children</li> </ul>	
<ul style="list-style-type: none"> <li>Evidence of actively maintaining a safe and well-ordered school environment</li> </ul>	
<b>Professional Knowledge &amp; Understanding</b>	
<ul style="list-style-type: none"> <li>Have an excellent understanding of the primary curriculum across all Key Stages including the Foundation Stage</li> </ul>	
<ul style="list-style-type: none"> <li>Ability to review and develop the curriculum to meet the needs of all learners</li> </ul>	
<ul style="list-style-type: none"> <li>Ability to articulate a clear vision, building upon existing strengths and engaging all members of the school community</li> </ul>	
<ul style="list-style-type: none"> <li>Lead with integrity, inspiration, resilience and creativity; drawing on your own experience and the strengths of staff and governors</li> </ul>	
<ul style="list-style-type: none"> <li>A commitment to continue to embed and develop the Christian ethos and values</li> </ul>	
<ul style="list-style-type: none"> <li>A person who understands the distinctive and inclusive nature of our Church School and its role in the community</li> </ul>	
<ul style="list-style-type: none"> <li>Together with the senior leadership team and governors, able to manage your workload and that of others to allow an appropriate work/life balance for all</li> </ul>	
<ul style="list-style-type: none"> <li>Ability to continue and further develop a wider curriculum in order to nurture the "whole child"</li> </ul>	
<ul style="list-style-type: none"> <li>Clear understanding of the SEN Code of Practice and proven experience of supporting children in overcoming barriers to learning</li> </ul>	

Essential	Desirable
<b>Pupils &amp; Staff</b>	
<ul style="list-style-type: none"> <li>Evidence of creating an environment which enables the personal, social and emotional development of each child in order to optimise learning potential</li> </ul>	
<ul style="list-style-type: none"> <li>Committed to aspirational educational standards for all pupils</li> </ul>	
<ul style="list-style-type: none"> <li>Ability to lead, motivate and develop staff, promoting an environment of professional development whilst recognising achievement</li> </ul>	
<ul style="list-style-type: none"> <li>Evidence of identifying and developing emerging talent and leadership ability</li> </ul>	
<ul style="list-style-type: none"> <li>Values collaboration, fosters strong working relationships and builds effective teams</li> </ul>	
<ul style="list-style-type: none"> <li>Abreast of the latest educational developments and research (nationally and internationally)</li> </ul>	
<b>Systems &amp; Processes</b>	
<ul style="list-style-type: none"> <li>A clear understanding of the impact of budgets, resources and financial planning.</li> </ul>	<ul style="list-style-type: none"> <li>An understanding of Academy status and structures</li> </ul>
<ul style="list-style-type: none"> <li>An ability to analyse and use school performance data effectively to inform the School Improvement Plan and learning requirements</li> </ul>	
<ul style="list-style-type: none"> <li>Knowledge and commitment to all required regulatory and legislative aspects relevant to school life, including but not limited to, Health &amp; Safety, data protection, Safeguarding, and HR</li> </ul>	
<b>The Self-Improving System</b>	
<ul style="list-style-type: none"> <li>A commitment to proactively foster parental and carer engagement</li> </ul>	<ul style="list-style-type: none"> <li>Experience of a SIAMs inspection at leadership level</li> </ul>
<ul style="list-style-type: none"> <li>Able to maintain and develop opportunities for partnerships with parents, carers, other schools, local churches and other community groups</li> </ul>	
<ul style="list-style-type: none"> <li>Evidence of encouraging positive mental health and wellbeing within the school community</li> </ul>	
<ul style="list-style-type: none"> <li>Able to build upon the successful performance of the school and be well prepared for future inspections</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstrates successful participation in collaborative partnerships with other schools and academies</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstrates sound decision-making ability, including taking difficult decisions</li> </ul>	
<ul style="list-style-type: none"> <li>Welcomes support and challenge from the Governing Body and actively supports the governors to deliver their strategic functions effectively</li> </ul>	
<ul style="list-style-type: none"> <li>Experience of OFSTED inspection at leadership level</li> </ul>	
<b>Personal Attributes</b>	
<ul style="list-style-type: none"> <li>Dedicated, child-centred and a sense of fun where appropriate</li> </ul>	
<ul style="list-style-type: none"> <li>Reflective - able to build on the firm existing base, valuing work already done</li> </ul>	
<ul style="list-style-type: none"> <li>Approachable and accessible</li> </ul>	
<ul style="list-style-type: none"> <li>An excellent communicator and have strong interpersonal skills (written, verbal and aural) to engage with the whole school community</li> </ul>	



# Job Description – Headteacher

## Job Purpose

The Headteacher will provide professional leadership and responsibility for the strategic and managerial oversight to deliver the vision for the school. Ensure an ethos of integrity, compassion and excellence throughout the school and community which serves to value self-esteem alongside respect for others. To develop an environment which enables pupils and teachers to achieve effective learning so that the school's aims and objectives are implemented in accordance with the policies of the governing board and national and local education strategy.

## Qualities & Knowledge

1. Ensure that there is a clear vision for the school and that this is articulated with and shared by all.
2. Hold and articulate Christian values and moral purpose, focused on providing a world class education for the pupils they serve.
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
4. Lead by example, with integrity, creativity, resilience, clarity and compassion, drawing on their own knowledge, expertise and skills, and that of those around them.
5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
6. 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.
7. Communicate compellingly the school's Christian vision and drive the strategic leadership, empowering all pupils and staff to excel.

## Pupils & 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 a strong Christian 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.

## Systems & 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.

## The Self-Improving System

1. Create an outward-facing school which works 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 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. Incorporating effective succession planning as appropriate.
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.

## General

1. To encourage good relationships with immediate colleagues, other staff, volunteers and external contacts.
2. Be mindful of environmental issues and our role as stewards of God's world in all areas of our work encouraging schools to engage in these areas.
3. Act as an ambassador for the academy, promoting its role and achievements internally and externally
4. To work with courtesy, sensitivity, tact and flexibility and to maintain confidentiality at all times.
5. To be aware of and act in accordance with all relevant policies including Safeguarding processes, Health & Safety, Equal Opportunities, Data Protection legislation and procedures, and financial processes. The postholder is required to carry out the duties in accordance with the Trust's Health and Safety policies and procedures.



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## **THE APPLICATION PROCESS**

Amongst other things we are looking for a person who can inspire and motivate adults and children, with a sense of fun and enthusiasm.

We would be very pleased to meet you and show you round the school. Please call our Office Administrator Jane Romans to arrange a visit.

If you are interested in applying for the post, please submit the following to the attention of Mrs. Elizabeth Brady, Chair of Governors:

- A fully completed application form
- A letter outlining why you are the person that we should appoint

Applications can either be emailed to [governors@longbenningtonacademy.co.uk](mailto:governors@longbenningtonacademy.co.uk) or posted to  
Long Bennington Church of England Academy  
Main Road  
Long Bennington  
Notts  
NG23 5EH

### **Key dates:**

Closing date for applications – 9<sup>th</sup> January 2019

Short Listing – 10<sup>th</sup> January 2019

Interviews – 24<sup>th</sup> January 2019



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## **Recruitment Privacy Notice**

### **About Us**

Long Bennington Church of England Academy 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 associated documents 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 12 months.

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

Access to information is strictly controlled, based on the individual's role during the recruitment process and/or within the school should you be successful.

All staff are required to undertake regular data protection training.

**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 school's 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:

[steve.korcz@longbenningtonacademy.co.uk](mailto:steve.korcz@longbenningtonacademy.co.uk)

Alternatively, you can contact the school by writing to:

Mr S Korcz  
Long Bennington Church of England Academy  
Main Road  
Long Bennington  
NG23 5EH

If you are not satisfied with our response or believe we are not processing your personal data in accordance with the law, you can complain to the Information Commissioner's Office (ICO) [www.ico.org.uk](http://www.ico.org.uk).

*Last updated November 2018*