



## Fleet Wood Lane School



### Headteacher Application Pack Spring 2018





**Fleet Wood Lane School**

**Headteacher Appointment – September 2018**

## **Our Vision, Aims and Values**

### **Our Vision**

We believe our school should be a place which gives our children an atmosphere of happiness and security; where children love learning and achieve their best and where they are relaxed and confident in their relationships with other children and adults.

### **Our Aims**

We aim to see that each child

- Is able to use their own language effectively and imaginatively in reading, writing and speech;
- Apply themselves to tasks and develop a lively enquiring mind;
- Acquires mathematical, scientific and technical knowledge and understanding;
- Develops self-respect, knows right from wrong and respects their school and everybody in it;
- Is an important and unique individual, who can be helped and encouraged to explore, to think and learn for themselves;
- Has an understanding, tolerance and respect for their community and other cultures;
- Leaves the school as a credit to themselves, their families and the school.

### **Our Values**



**Happiness**



**Achieve**



**Confidence**



**Tolerance**



**Respect**



**Unique**



**Enquiry**

**‘Growing Our Future Together’**



## Fleet Wood Lane School

### Headteacher Appointment – September 2018

#### Letter from Chair of Governors

Dear Applicant

Many thanks for your interest in the post of Head Teacher at Fleet Wood Lane Primary School. I hope you will find the application pack a useful introduction and that you will proceed in applying for the post.

Fleet Wood Lane Primary School is situated in a pleasant rural area to the South of Fleet, near Spalding in Lincolnshire. The school currently has 164 pupils, with an intake of up to 25 pupils per annum, taking pupils from Reception to Year 6. It is a successful, happy, bright, safe and fun place to learn. We as governors are extremely proud of our school and in the future we aspire to see standards raised even higher.

Our retiring Head Teacher, who has been in post for eighteen years, has made a great success of the school, which is often quoted as a good example of primary provision to other schools.

We are now looking for a motivated, dedicated and highly effective leader who will build on the success to date and lead the school forward into a new era. In return we offer you talented staff, friendly happy pupils who enjoy learning, supportive governors, and a committed and a warm welcoming community.

The school was last inspected by OFSTED in January 2018, when it was assessed to be good in all areas. (Our third Good OFSTED report in a row) OFSTED commented on the 'clear direction and ambition' and that we 'remain focused resolutely on securing improvement in the quality of teaching and pupils' achievement'.

Following our Ofsted inspection, governors and staff will be working to address the issues identified – children's writing, marking and feedback and the attendance of vulnerable pupils.

Our recent area for development has been to enhance our school grounds further. With financial assistance from our successful Friends of Fleet School and a grant application, the children now benefit from improved outdoor provision, such as a tyre park, trim trail, school garden and mud kitchen.

We hope you find all the information that you require within the application pack, however should you need additional information please contact either the school or myself.

Yours sincerely

Pastor Ross A. Dean  
Chair of Governors





## **Fleet Wood Lane School**

### **Headteacher Appointment – September 2018**

The vacancy is for the permanent position of Headteacher of Fleet Wood Lane School. The post is to commence in September 2018.

Fleet Wood Lane is located in the south of Lincolnshire, two miles from the small town of Holbeach and ten miles from the market town of Spalding. The school opened in 1877, as a result of which, the site comprises a combination of old and new buildings, one of which is a mobile classroom / portacabin, presenting challenge in terms of creating a stimulating and creative learning environment for our pupils.

The school site is relatively small, is surrounded by open fields and situated in a conservation area. There is an environmental area, school garden, trim trail, quiet seating area and tyre park, amongst other facilities.



The school maintains strong links with the local community, including the local churches and pre-school providers.



We benefit socially and financially from a very strong 'Friends of the School' association, with parents contributing to school life in numerous other ways such as hearing children read, accompanying educational visits and sporting activities.



Fleet Wood Lane currently has six classes, with a PAN of 25. Numbers have increased in recent years, stabilising at around 160 pupils on roll. These are arranged in six classes, a Reception Class for Foundation Stage pupils, two Key Stage One classes and three Key Stage Two classes.

We run a very successful breakfast club and throughout the school year, there are a range of extra-curricular clubs, educational and sporting activities.



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Since 2013, Fleet Wood Lane has worked in partnership with another local primary school, leading to hard federation from September 2015.

Following an unsuccessful Ofsted inspection at our partner school in July 2017, the schools will defederate once the academy order is implemented, with Fleet Wood Lane reverting to single status.

#### Staffing

The staffing structure at Fleet Wood Lane comprises eight teaching staff, including the head of school and SENCO, a senior leader and a part-time teacher. Each class has at least one full-time teaching assistant, with some classes having additional support, dependent on the level of special educational needs within the class.

The school business manager, works for two days per week, with a school administrator and assistant in the school office and liaising with parents and visitors throughout the week.

In addition, the school has a site manager, cleaner and midday meals supervisors, a role largely carried out by our teaching assistants.

The school retained its 'Good' outcome as a result of our Ofsted inspection of January 2018 – one of only seven schools in South Holland to achieve a third consecutive judgement of 'Good'.





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### Person Specification – Head Teacher

Your application will be judged on its relevance to the following person specification. It will also be judged on quality of its content and on its presentation.

Essential	Desirable	Measured
<b>Qualifications and Experience</b>		
Degree and Qualified Teacher Status (QTS) – currently on leadership scale		<b>Application</b>
Significant and successful senior leadership experience within a primary school		
Evidence of proactively pursuing continued professional development and being a lifelong learner	NPQH	
Experience across the whole primary provision including the Foundation Stage		
<b>Safeguarding Children</b>		
Current safeguarding training	Safer recruitment training	Application
Enhanced DBS clearance		
Ability to demonstrate commitment to safeguarding and promoting the welfare of children	Experience of the role of designated safeguarding lead.	Application
Evidence of actively maintaining a safe and well-ordered school environment	Experience of working with outside agencies	Interview
<b>Qualities of Knowledge</b>		
Have an excellent understanding of the primary curriculum across all Key Stages including the Foundation Stage	Understanding of the SEN Code of Practice.	
Ability 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	Experience of successful innovation or leading whole school initiatives – managing change.	Application
Lead by example with integrity, inspiration, resilience and creativity; drawing on their own experience and skills of staff and governors		Interview Process Reference
Able to manage own workload and that of others to allow an appropriate work/life balance with		



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Essential	Desirable	Measured
the support of the senior leadership team and governors		
Ability to continue and further develop the wider curriculum in order to nurture the “whole child”	Proven experience of supporting children in overcoming barriers to learning.	Interview Process
Ability to provide constructive feedback to staff and children that promotes next step development whilst recognising achievement	Evidence of a strategic approach to CPD for a whole staff group.	
Pupils and Staff		
Evidence of creating an environment which enables the personal, social and emotional development of each child in order to optimise learning potential	Evidence of a strategic approach to assessment for learning / personalisation.	Application Reference Interview
Committed to aspirational educational standards for all pupils and staff		
Demonstrates the ability to be inspiring and motivating		
Evidence of identifying and developing emerging talent and leadership ability		
Values mutual support and respect, fostering strong working relationships and building effective teams	Participating in collaborative partnerships with other schools and organisations.	Application Reference
Abreast of the latest educational developments and research (nationally and internationally)		
Systems and Processes		
Evidence of understanding the impact of budgets, resources and financial planning on school sustainability.	Experience of managing, monitoring & revising services & resources to achieve best value.	Application Reference Interview
A proven track record of building positive relationship with all members of the school community.		
The Self Improving System		
A commitment to proactively foster parental engagement.	Evidence of community & parental involvement.	Application Reference Interview Presentation
Able to maintain and develop opportunities for partnerships with parents, other schools, local churches and other community groups	Experience of an OFSTED inspection at leadership level	



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Essential	Desirable	Measured
Ability to maintain and build on existing international links and relationships		
Evidence of encouraging the personal and professional development of all staff		
Able to build upon our last OfSTED inspection outcome	Experience of an OFSTED inspection at leadership level	
Successful participation in collaborative partnerships with other schools and academies as part of the peer review process		
Welcomes support and challenge from the Governing Body and actively supports the governors to deliver their functions effectively		
<b>Personal Attributes</b>		
Dedicated, child centred and with a sense of humour.	Evidence of community involvement	Interview Application Reference Presentation
A commitment to uphold and promote the school's ethos and life		
Reflective - able to build on the firm existing base, valuing work already done		
Be approachable and accessible		
Be an excellent communicator and have strong interpersonal skills (written, verbal and aural) and resilience to engage the whole school community		





## **HEADTEACHER JOB DESCRIPTION**

### **Duties**

This job description is subject to the general conditions of service for a Headteacher as set out in the current School Teachers Pay and Conditions Document. This job description is based on the National Standards of Excellence for Head Teachers (2014).

### **Main Purpose**

The Headteacher will provide professional leadership, vision and strategic direction for the school in order to maintain and develop the school's ethos which enables pupils and teachers to achieve effective learning.

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.

### **Key Accountabilities**

#### **Qualities and Knowledge**

1. Hold and articulate the schools 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 a strong 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.



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#### **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.

#### **The self-improving school system**

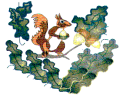
1. Create outward-facing schools which work with other schools and organisations -in a climate of mutual challenge -to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve 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.
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.

#### **Accountable for**

Leadership of all teaching and support staff.

#### **Accountable To**

The Governing Body



## **Fleet Wood Lane School**

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#### **The Application Process**

To find out more about our school, please look on our school website:- [www.fleetwoodlane.com](http://www.fleetwoodlane.com) where you will find key information and details of our school policy and practice.

#### **Visiting the School**

Arranged visits are strongly encouraged.

Please contact our administrator – Mrs Nicola Purton – 01406 423351

#### **Applying for the Post**

Applicants are asked to submit an application using the Lincolnshire form with a letter of application, to exceed no more than two sides of A4.

#### **Your letter of application**

We would like you to address the following issues and keep our Person Specification in mind so that you indicate clearly with examples of how you meet our criteria and are the right person to lead our school in the next stage of its development.

#### **Please include:**

- A concise summary of your teaching career to date (your form will already have indicated dates and schools), and the values underlying your work.
- A specific section outlining your leadership and management experience and philosophy.
- Examples of the ways in which you have exhibited the qualities of a teacher/ leader and manager, who has resilience and adapts and manages change successfully.
- Ways in which you have formed and sustained successful working relationships with colleagues and the wider community, which have improved standards of education.

Completed applications forms should be marked for the attention of the Chair of Governors and sent to our School Business Manager at:

[sally.wilson@meridianfederation.co.uk](mailto:sally.wilson@meridianfederation.co.uk)

or by mail to:

Mrs Sally Wilson, School Business Manager,

Fleet Wood Lane School, Wood Lane, Fleet, Spalding, Lincolnshire PE12 8NN

**Closing Date for Applications – 9.00 a.m. Friday 23 March 2018**

**Shortlisting - 26 March 2018**

**Interview Date – 17 April 2018**