

**The Federation of the
Gedney Church End
and
Lutton St Nicholas
Schools**



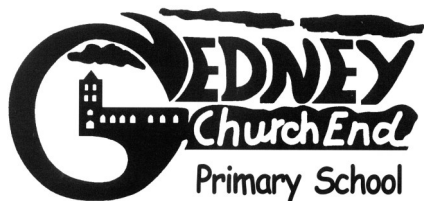
Headteacher Application Pack

Spring 2018

Welcome to the appointment process

- The vacancy is for the permanent post of Executive Head teacher for the Federation of the Gedney Church End and Lutton St Nicholas Schools. The post is to commence in September 2018.
- The Headship covers two small schools with 68 children at Gedney Church End Primary School and 98 children at Lutton St Nicholas Primary School making a total of 166 pupils.
- The Federation is a Group with a salary range of L13-18.
- The vacancy has arisen after the previous Head teacher was appointed to his new school late in the recruitment period last year and the Federation was unable to recruit. The schools are currently being led by a local Head teacher acting in an Interim Executive Headship capacity. They will **not** be applying for this post and the Governors are keen to stress that the school has significantly driven its improvement agenda forward during this period of leadership.
- For more details, please look on either of the school websites <http://www.gedneychurchendprimary.org/> or <http://www.luttonstnicholasprimary.org/>
- Applicants are asked to submit an application using the Lincolnshire form with a covering letter. The letter should demonstrate how you satisfy the person specification and inform our shortlisting process.
- The final closing date for applications is 12 midnight on Monday 26th February, 2018.
- Shortlisted candidates will be invited to attend interview on Friday 9th March, 2018.
- Arranged visits are strongly encouraged. Please contact the administrator at either school
 - Miss Zara Lewis at Lutton St Nicholas Primary School 01406 363392
 - Mrs Natasha Parnell at Gedney Church End Primary School 01406 362383
- Completed applications forms should be sent to the Chair of Governors, Mrs Natalie Taylor at Natalie.Taylor@churchend.lincs.sch.uk or by mail to:
The Chair of the Governing Body, Lutton St. Nicholas Primary School, Marriots Gate, Lutton, Spalding, Lincolnshire, PE12 9HN.





Telephone 01406 362383



Telephone 01406 363392

Interim Executive Head Teacher: Mr. Bill Lord

Executive Head Teacher Information Pack

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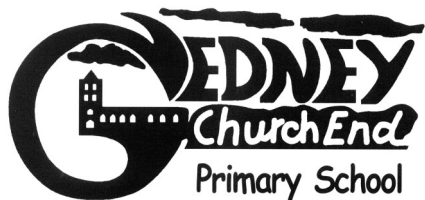
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Telephone 01406 362383



Telephone 01406 363392

Interim Executive Head Teacher: Mr. Bill Lord

Monday 22nd January 2018

Vacancy: Executive Head Teacher

Dear Applicant,

Thank you for expressing an interest in our vacancy for the position of Executive Head Teacher. We are looking to appoint to this position following the departure of our long-serving Executive Head Teacher, who has brought our schools from a position of great vulnerability to the position they both find themselves in. Due to a late resignation, we were unable to recruit a replacement at the end of last academic year and so we invited a local Head teacher of a large school to act in an interim role. They will not be applying for the role and this is a genuine process looking for an inspirational leader to move the federation onto the next stage in its development.

We are very proud of the ethos that has been created at both of our schools where all children are encouraged to develop their own skills and aptitudes in conjunction with staff who know them well, show a deep and passionate interest in them as people, and will go to all lengths to ensure they succeed. Our children celebrate their schools, show great pride in their achievements, and report how much they enjoy what they do. They are an absolute delight to work with.

Inclusion is at the heart of everything we do, with a very strong, principled and values-driven decision making process that promotes the health, education, enrichment and well-being of all our children. With a dedicated and committed staff team, our primary emphasis relates to the whole-child, where we strive to create the right conditions for optimal learning in a creative and supportive context that values the children and their work.

During recent years, we have worked very hard to develop a broad, deep, balanced and creative curriculum that creates real opportunities for our children to learn in the real world. This includes the employment of an outdoor education specialist who works across all year groups. We are also continuing to develop our provision in English and mathematics working with other local schools and consultants.

The communities of Gedney and Lutton are very strongly committed to their local primary schools and bringing the schools even more closely together, whilst preserving their individual identities. All staff, to a greater or lesser extent, work across both schools and this is an important way in which we bring variety and greater challenge for all.

Finally, our federation is an active member of the Values in Partnership (VIP) Collaborative Partnership of 8 schools. The purpose of the partnership is to ensure that all staff receive support from colleagues at other local schools that engage in the same work that they do, with regular meetings where support can be provided, standards moderated, the joint procurement of goods and services brokered, shared INSET and wider support for governors.

If you believe you are the right person to join us, recognising our achievements to date, and you have a clear, dynamic vision for further development, then we would love to hear from you.

Please do visit us to find out more about Gedney Church End and Lutton St. Nicholas Federated Primary Schools. We encourage visits in January and February.

I shall look forward to hearing from you.

Yours sincerely,

Mrs. Natalie Taylor – Chair of the Governing Body

Gedney Church End and Lutton St. Nicholas Federated Primary Schools

Our Federation

The federation between Gedney Church and Lutton St. Nicholas dates back to 2008 and the journey both schools have been on has had plenty of highs and one or two lows as well! The primary impetus came when the vacancy for the headship at Lutton St. Nicholas Primary School became available and governors were unable to appoint. The Head Teacher at Gedney Church End was asked to consider supporting the school at this difficult time and a soft federation followed soon afterwards.

The period between 2008 and 2010 saw much development as the schools began to move closer towards each other in the crucial areas of budget management, staff development, curriculum, subject leadership and policy. During this time, the governing bodies of both schools started to consult with parents as the possibility of a hard federation was considered. The outcome of this consultation was such that parents agreed to the proposal and hard federation then came into being with one Head Teacher and a single Governing Body that oversaw the leadership and management of both schools.

Now, 7 years later, Gedney Church End and Lutton St. Nicholas Primary Schools are in a very good position where all of the advantages of federation are used to benefit the children. These very much relate to the budget, as the 2 schools share the cost of the Head Teacher as well as the SENCo and phase leaders. The savings that are made can then be invested to support the learning needs of the children and the fact that staff are challenged to work successfully across both schools results in a higher level of management competence due to increased challenge. It has also allowed for the two schools to work together on developing their access to CPD working with local schools to gain the best of support.

The federation also benefits our children because their social opportunities can be broadened considerably as parallel classes share the same curriculum, conduct their trips on a joint basis, reciprocal visits to both schools are arranged, residential trips are taken together and joint fundraisers enable them to regularly meet with their counterparts at each school. We are increasingly organising joint activities between classes which benefits them greatly. Both schools are members of Inspire+ which allows them to access some of the best sporting opportunities in the county.

For staff, working in conjunction with another school can be a rewarding, supportive and enjoyable experience. PPA is taken on a parallel basis and this enables teachers to plan together, moderate standards and share curriculum resources. They can also take part in joint INSET opportunities, staff and Key Stage meetings, Collaborative Partnership events and develop their skills and expertise by teaching across both of our schools.

The communities of Gedney and Lutton, being only 3 miles apart, already have links but the establishment of the federation has enabled all of the parents to develop social contacts outside of their immediate locality. Other community facilities have also benefited, including the Friends of Gedney School (FOGS) and the Friends of Lutton School (FOLS), the respective churches of St. Mary Magdalene's (Gedney) and St. Nicholas (Lutton), businesses and providers of sporting and other associated services.

In summary, we believe our federation has benefit for all, most notably the children from both schools, and are thus very eager to see it continue to thrive and flourish under new leadership with the appointment of our next Executive Head Teacher.



The Aims of Gedney Church End Primary School

In all our work and endeavour, we aim....

1. To promote a happy, secure and stimulating environment in which children can enjoy learning from a broad and balanced curriculum
2. To develop a sense of loyalty to the school, family and wider community
3. To provide opportunities for high standards of personal, social, spiritual, moral and physical development for all children
4. To ensure that the standards of teaching and learning encourage the highest possible individual achievement in all areas of the curriculum
5. To prepare our children so that they are fully equipped for their future life and realise their considerable potential in all that they do

The Aims and Values of Lutton St. Nicholas Primary School

In all our work and endeavour, we aim....

1. To have high standards for everyone
2. To promote effective learning and teaching
3. To provide a positive and stimulating learning environment
4. To promote a caring and sharing atmosphere
5. To educate the whole-child
6. To encourage self-discipline, independent learning and self-reliance
7. To generate self-worth and respect, as well as tolerance for others


These aims are promoted through:

- The curriculum
- Trips and visits
- Our engagement with the local community and beyond
- Our conduct towards ourselves and others
- The relationships we build
- The interests we have developed
- Our personal ambition
- Everything we have to share with everyone we encounter



Our Wishes – Children


The children of Gedney Church End and Lutton St. Nicholas Federated Primary Schools would like....

Someone who will visit us in our classrooms regularly	Someone who will treat all of the children fairly	Someone who will think of us all
Someone who will talk to us if we have got things wrong and never shouts		Someone who will encourage us to do our best
Someone who is happy, kind and funny		Someone who will help us to persevere and always do our best
Someone who likes to take us on trips and residential visits		Someone who will join in with all of our clubs
Someone who will show an interest in what we have been doing in our learning		Someone who will do fun assemblies that really make us think about the world
Someone who will help us to find the positives, especially when we are sad	Someone who will make sure that we can still go swimming and do lots of fun things outside of school as well as inside	Someone who will make sure that Breakfast Clubs stay open at both schools



Our Wishes – Parents

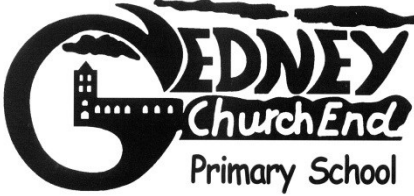

The parents of Gedney Church End and Lutton St. Nicholas Federated Primary Schools would like....

Someone who will always put the children first		Someone who is intolerant of any form of discrimination
Someone with lots of energy and commitment		Someone who has an ability to recognise the strengths of both schools
Someone who is a really good communicator		Someone with a good sense of humour and is very approachable
Someone who will address issues as and when they arise		Someone who can lead by example
Someone who will listen to the views of parents and act on them as necessary		Someone who has an understanding of the secondary school sector and transition



Our Wishes – Staff

The staff of Gedney Church End and Lutton St. Nicholas Federated Primary Schools would like....

Someone who will always put the needs and interests of the children first	 	Someone who can recognise the many strengths of both schools
Someone who knows how to communicate on many different levels		Someone who can lead by example in the classroom and beyond
Someone who knows how to get along with the staff and is approachable		Someone who has a clear understanding of what outstanding provision looks like
Someone who will not allow issues to remain unresolved		Someone who will have a strong commitment to the unique ethos of both schools
Someone with plenty of energy and commitment to our two schools		Someone who will never accept intolerance and discrimination in whatever form it may take



Job Description and Person Specification

The purpose of the role of Executive Head Teacher is to provide professional leadership, strategic direction and management of the federated schools of Gedney Church End and Lutton St. Nicholas, building on the strong foundations that are in place in order to maintain and further improve all aspects of the federation's standards and quality.

In addition to this, we expect our Executive Head Teacher to be:

- A visionary leader
- Raise standards for all pupils across both schools
- Deliver a continuous programme of professional development for all staff

Core Purpose

The core purpose of this role is to provide professional leadership, strategic direction and management of the federation in order to ensure our continued success. To achieve this, the Executive Head Teacher will work in partnership with children, parents, governors, staff and the wider school community to:

- Inspire the communities at both schools and effectively provide vision, leadership and direction
- Create and maintain an environment which promotes and secures outstanding teaching, effective learning, and high standards of achievement, behaviour and a passion for learning
- Promote excellence, equality and high expectations of pupils and staff
- Create a safe and productive learning environment that is engaging and fulfilling for all pupils and staff
- Evaluate the performance of both schools and identify core priorities for development on a school and wider federation basis
- Deploy resources to achieve individual school and wider federation aims and priorities within the limits of the respective schools' budgets
- Carry out day-to-day management and organisation of both schools



Strategic Direction and Shaping the Future

The Executive Head Teacher will be expected to provide strategic direction that will shape the future of both schools. To this end, the following will be required:

- Ensure that the federation's agreed mission statement and aims are at the centre of everything we do
- Work with and advise the Governing Body on the formulation of its policies and their implementation, and attend meetings of the Governing Body and its committees as required
- Work with the Governing Body and other stakeholders to ensure the schools' respective mission statements, aims and vision are clearly articulated, shared, understood and acted upon effectively by all
- Drawing on experience and best practice, work together with the Governing Body, Senior Leadership Team and staff to create and implement a Single School Improvement Plan (SSIP) underpinned by sound and strategic financial planning
- Ensure policies and practices take account of national, local and individual school data, inspection and research findings and reflect best practice at all times
- Monitor and evaluate the effects of policies, performance and practice, taking appropriate action to secure continuous improvement
- Be outward looking to ensure that governors and senior staff are well informed about current and innovative educational thinking and developments in order to ensure the schools are well placed to make decisions in the best interests of its further development

Leadership and Management

The Executive Head Teacher will be expected to:

- Lead by example as a model of professional conduct and presentation, demonstrating high personal standards of expertise and commitment
- Maximise the contribution of all staff and develop a performance culture which supports the best possible outcomes for children
- Develop constructive working relationships with children, parents, governors, staff and external partners alike
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner that is consistent with their terms and conditions of employment
- Implement and maintain effective systems for Performance Management and lead the Continuous Professional Development (CPD) of all staff
- Motivate and enable all staff to carry out their respective roles effectively, ensuring that professional duties, as outlined in the Teachers' and Head Teachers' Standards, are undertaken to the highest degree
- Implement successful Performance Management for all staff
- Arrange for the Senior Teachers at both schools, or another suitable person, to assume responsibility for the discharge of the Head Teacher's duties at any time when they absent from each school
- Work closely with the Senior Administrators to manage the respective schools' financial resources effectively to achieve the federation's educational goals and priorities as articulated within the SSIP

- Work with the Governing Body and Senior Leadership Team to recruit staff of the highest quality, complying at all times with safer Recruitment practice
- Work with the Senior Management Team to deploy all staff effectively in order to ensure the highest quality of education possible
- Work closely with the respective caretakers and organise the physical space efficiently and effectively to ensure the needs of the curriculum and Health and safety regulations are met at all times
- Ensure that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all children and provide value for money

Leading Learning and Teaching

The Executive Head Teacher will be expected to:

- Ensure that learning is at the centre of strategic planning and resource management
- Work with the Senior Leadership Team to secure and sustain outstanding teaching and learning throughout the two schools employing a robust system of monitoring, evaluation and review supported by high quality Continuous Professional Development
- Challenge underperformance at all levels and ensure action is taken to secure improvement
- Maintain a consistent and continuous all-inclusive focus on children's achievement using data, benchmarking, and monitoring outcomes to review the progress of every child in the federation
- Create a culture and ethos of challenge and support where all children can achieve success and become engaged in their own learning
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews
- Treat people equitably, with dignity and respect to create and maintain a positive culture across both schools
- Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work
- Motivate and inspire governors and the whole-staff team, developing excellent professional relationships
- Develop an excellent working relationship with the Chair of Governors and Senior Leadership Team, engaging regularly in open discussion
- Acknowledge responsibilities, recognise skills and talents, and celebrate achievements of teams and individuals
- Build a collaborative learning culture across both schools and actively engage with other schools, most notably those within the Value In Partnership (VIP) Collaborative Partnership, to build effective learning communities
- Uphold and promote both schools in the federation
- Manage own workload and that of others to allow an appropriate work/life balance
- Foster excellent relationships with local and national professional partners in order that children and staff may benefit from the development they offer

Securing Accountability

The Executive Head Teacher will be expected to:

- Create and develop an organisation in which all the members of the federation recognise that they are accountable for the success of both schools
- Be accountable to the Governing Body
- Present a coherent and accurate account of the federation's performance in a form appropriate to the range of audiences, including governors, staff, parents, OfSTED, the Department for Education and others to enable them to play their part effectively
- Work with the Governing Body, providing information, objective advice and support to enable it to meet its responsibilities
- Promote an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood, agreed and subject to rigorous review
- Co-operate and work with relevant agencies to safeguard children
- Carry out any such duties as may be reasonably required by the Governing Body

Strengthening Community

The Executive Head Teacher will be expected to:

- Collaborate with the respective communities at both schools in the federation and other agencies to promote the spiritual, moral, social, emotional and cultural well-being of children and their families
- Ensure learning experiences for children are integrated with the local and wider communities
- Create and maintain an effective partnership with parents and carers to support and improve children's achievement and personal development
- Actively engage with parents and carers, prominent members of the local communities, businesses and other organisations to enrich the federation and the wider communities it serves
- Co-operate and work with relevant agencies to protect children and young people



Headteacher Person Specification

Essential	Desirable	Evidence
Application		
<ul style="list-style-type: none"> Fully supported in references. Well-structured and presented application indicating beliefs understanding of important 	<ul style="list-style-type: none"> Knowledge and understanding of current issues and their relevance for this school. 	R A
Qualifications		
<ul style="list-style-type: none"> DfE recognised qualified teacher status / Qualified Teacher Learning and Skills (QTLS) status Degree 	<ul style="list-style-type: none"> Evidence of further study – this could be on-going and/or further professional qualifications NPQH 	D A
Experience		
<ul style="list-style-type: none"> Currently Headteacher / acting or deputy headteacher of a successful or rapidly improving school. Sustained and successful experience at senior leadership level within a primary school. Experience of successfully leading change. Track record of raising pupil achievement. Experience of working effectively with parents, 	<ul style="list-style-type: none"> Experience of working collaboratively with other schools Knowledge of the challenges for children from disadvantaged backgrounds 	D I R
Safeguarding		
<ul style="list-style-type: none"> Up to date with current Safeguarding training Able to evidence commitment to safeguarding and welfare of children 	<ul style="list-style-type: none"> Track record of promoting safeguarding procedures in a school. 	D

Leadership		
<ul style="list-style-type: none"> • Experience of effectively managing staff performance. • Experience of using data effectively to drive forward school improvement. • A clear understanding of the current OfSTED framework, how judgements are made and the core indicators that are used to determine the Overall Effectiveness of a school • Ability to devise, implement and monitor school improvement strategies 	<ul style="list-style-type: none"> • Experience of robust financial and/resource management. • Ability to support the Governing Body in articulating a clear vision for the school 	D I R
Personal values		
<ul style="list-style-type: none"> • Willingness to address issues in a timely manner and with due regard to all concerned • To be an inspiring role-model for children, parents, governors and staff • Approachable, adaptable and socially skilled 	<ul style="list-style-type: none"> • Ability to the development of a curriculum which raises standards and fires up a love of learning in the children 	D I R

Key to evidence column:

Evidence: D = documentation I = Interview process R = Reference

National Standards of Excellence for Headteachers

The Governing Body of the Federation of the Gedney Church End and Lutton St Nicholas Schools set the highest expectations for the two schools and use the National Standards of Excellence for Headteachers to guide their work with the Executive Headteacher. These were developed by the Department for Education in 2014 define high standards which are applicable to all headteacher roles within a self-improving school system. These standards are designed to inspire public confidence in headteachers, raise aspirations, secure high academic standards in the nation's schools, and empower the teaching profession.

Domain One Excellent headteachers: qualities and knowledge

Headteachers:

1. Hold and articulate clear values and moral purpose, focused on providing a worldclass 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.

Domain Two Excellent headteachers: pupils and staff

Headteachers:

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.

Domain Three Excellent headteachers: systems and process

Headteachers:

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.

Domain Four Excellent headteachers: the self-improving school system

Headteachers:

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.

Application Information

Thank you for your interest in the post of Executive Head Teacher of the Gedney Church End and Lutton St. Nicholas Federation. Candidates are actively encouraged to visit both schools prior to making an application. Please contact the respective school offices via any of the following:

enquiries@churchend.lincs.sch.uk or on 01406 362383

enquiries@lutton.lincs.sch.uk or on 01406 363392

An application form can be downloaded via either of the following:

<http://www.gedneychurchendprimary.org/news/vacancies.html>

<http://www.luttonstnicholasprimary.org/news/vacancies.html>

Applicants are asked to submit an application using the Lincolnshire form with a covering letter. The letter should demonstrate how you satisfy the person specification and inform our shortlisting process.

Completed applications may either be:

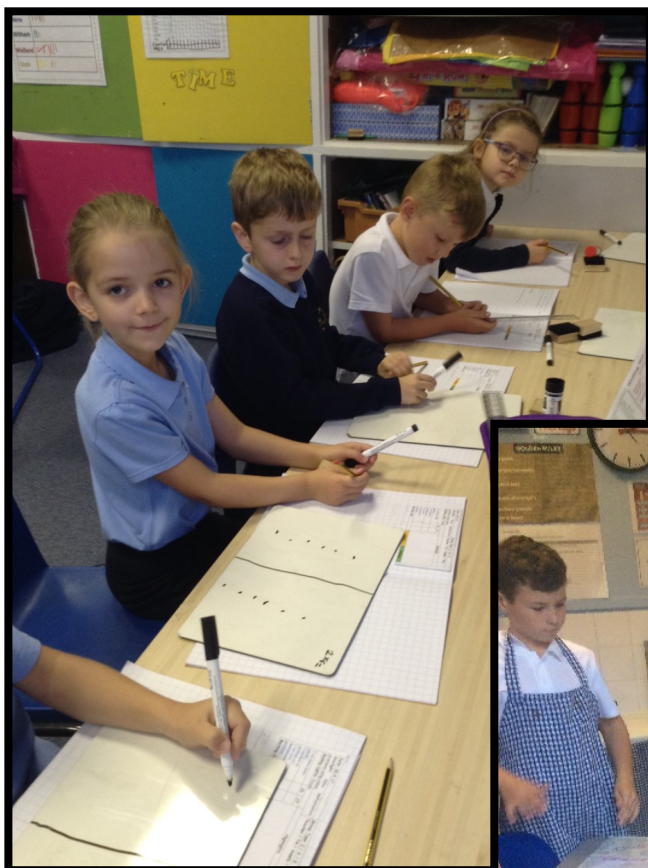
- e-mailed to the Chair of the Governing Body at Natalie.Taylor@churchend.lincs.sch.uk
- Posted to the Chair of the Governing Body to Lutton St. Nicholas Primary School, Marriots Gate, Lutton, Spalding, Lincolnshire. PE12 9HN.

The closing date for applications is **midnight on Monday 26th February, 2018** with interviews scheduled for **Friday 9th March, 2018**. Short-listing will take place on **Tuesday, 27th February, 2018** and candidates will be invited for interview where they will be asked to undertake certain tasks and activities.

The start date for this post is **01.09.18**

We shall look forward to hearing from you.





Safeguarding Statement

Working with Lincolnshire County Council, we are committed to safeguarding and promoting the welfare of children and vulnerable adults. We pursue equality of opportunity in employment.