



# POTTERHANWORTH CHURCH OF ENGLAND PRIMARY SCHOOL HEADTEACHER APPLICANT INFORMATION PACK



'life in all its fullness' (John 10 v10)

# WELCOME FROM THE CHAIR OF GOVERNORS

Dear applicant,

Thank you for your interest in this exciting opportunity to lead our delightful school here at Potterhanworth

Over the last 13 years the children, staff and our communities' families, have thrived under the outstanding, dedicated and caring leadership of our current Headteacher Mrs Debbie Challinor, who has now chosen to retire and for this reason we are recruiting our new Headteacher.

Through continual strong leadership our school has been able to maintain good outcomes, supported by its strong foundations and principles, its clear ambitious vision with care and compassion at its core. This has been established through the collaborative team of dedicated passionate staff, with children who are engaged and happy, alongside our supportive families and community.

We are looking to appoint an empathetic individual with the ability to be a courageous and inspirational leader who naturally integrates into our school family. Someone who will share and live our vision, work with us and our whole community to lead the school forward in its future development.

If you believe you have the qualities we are looking for and would like the opportunity to join our school "family" we would be delighted to receive your application.

Yours sincerely,  
**Richard Gilding**  
Chair of Governors

## CONTENTS

- WELCOME FROM THE CHAIR OF GOVERNORS
- AIMS AND VISION
- THE SCHOOL AND COMMUNITY
- VIEWS
- FACTS
- JOB DESCRIPTION
- PERSON SPECIFICATION
- APPLICATION PROCESS
- CONTACT DETAILS





## AIMS AND VISIONS

We believe that 'life in all its fullness' is about living a life full of opportunities, excitement, learning and respect.



We work together to encourage **ALL** our children to become advocates of justice and peace. We support our school community to look beyond its horizons, encourage a positive outlook on life and to overcome any challenges we may face. Our fulfilment is achieved by creating an environment

where **ALL** our children can thrive and blossom as we nurture them in their growth and journey through life.

## THE SCHOOL AND COMMUNITY

Built in the 19th Century Potterhanworth Church of England Primary School remains as much of a village focus now as it did then. The school has good community links with St Andrew's Church situated a short walk away. The school also has links with the Culfrey Lands Trust and Christ Hospital Endowment of Potterhanworth, both of these charitable organisations are closely tied with the school.

The village is situated about 8 miles South East of the city of Lincoln.

It is a predominantly rural community with a higher than national average home ownership.

Unemployment is lower than the national average.

Around 10% of the community are aged 10 or under.



## VIEWS

**PUPIL** - "I love school, all the adults are fair and kind, other children are friendly and happy. It's a good place to learn."

**PARENT** - "I feel my voice is valued as a parent and am very lucky to have such a wonderful and nurturing school for our children."

**STAFF** - "Staff are overwhelmingly positive about the school. They all share the same high ambition for every pupil to succeed. They value leaders, particularly the headteacher, and the school's teamwork approach."

**OFSTED** - "This is a happy and nurturing school.

Staff know their pupils well. Relationships between adults and pupils are positive.

The school lives out its vision."

**SIAMS** - "An inclusive Christian environment underpins excellent relationships and positive teaching and learning

experiences which enable children to make good progress and achieve well. The strong sense of community means that children and their families are well supported and nurtured."



## FACTS

### EYFS

74% achieved a GLD (Good Level of Development)

### Y1 Phonics

89% passed the phonics screening check

	Reading	Writing	Maths	SPAG
Expected Standard or above	77%	77%	64%	82%
Greater Depth	27%	9%	9%	14%



# JOB DESCRIPTION

**Full Time Headteacher**  
**Salary (Individual School Range) L7 - L15**  
**Start Date - 1st September 2025**

## **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 (2020).

## **Main Purpose**

The Headteacher will provide professional leadership, vision and strategic direction for the schools in order to maintain and develop the school's Christian 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. The Headteacher will also oversee the Pre-School operated on site and all aspects referring to the school in the job description include this provision.

## **School culture**

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across both school communities and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

## **Teaching**

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

## **Curriculum and assessment**

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

## **Behaviour**

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen



# JOB DESCRIPTION

## **Additional and special educational needs and disabilities**

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

## **Professional development**

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## **Organisational management**

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the schools to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

## **Continuous school improvement**

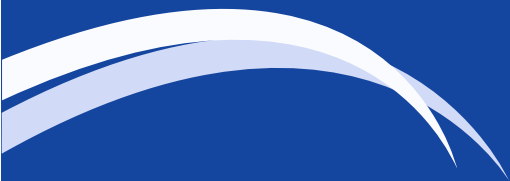
- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the context of each school

## **Working in partnership**

- forge constructive relationships within and beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

## **Governance and accountability**

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



## PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Qualified Teacher Status (QTS)		
A proven track record of successful senior leadership experience within a primary school		
Evidence of proactively pursuing continued professional development and being a lifelong learner		
Experience across the whole primary provision including the Foundation Stage		
Experience of pre-school provision		
NPQH		
Experience of working with church schools		
Current safeguarding training		
Enhanced DBS clearance		
Ability to demonstrate commitment to safeguarding and promoting the welfare of children		
Having fully supportive references		
Evidence of actively maintaining a safe and well-ordered school environment		
Current safer recruitment training		
Have an excellent understanding of the primary curriculum across all Key Stages including the EYFS		
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		

## PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Lead by example with integrity, inspiration, resilience and creativity; drawing on their own experience and skills of staff and governors		
A commitment to embrace the school's distinctive ethos and continue to embed its values.		
A person who understands the distinctive nature of a Church School		
Able to manage own workload and that of others to allow an appropriate work/life balance with 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"		
Ability to provide constructive feedback to staff and children that promotes next step development whilst recognising achievement		
Has a clear understanding of the SEN Code of Practice and proven experience of supporting children in overcoming barriers to learning		
A person who will play a key part in the spiritual development of the school and wider community		
Evidence of creating a culture which enables the personal, social and emotional development of each child in order to optimise learning potential		
A commitment to respond to the voice of the child		
Committed to aspirational educational standards for all pupils and staff		
Demonstrates the ability to be inspiring and motivating and meeting the needs of the community		
Evidence of identifying and developing emerging talent and leadership ability		
Values mutual support and respect, fostering strong working relationships and building an effective team		

## PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Abreast of the latest educational developments and research		
Evidence of understanding the impact of budgets, resources and financial planning on school sustainability.		
A proven track record of building positive relationships with all members of the school community.		
A commitment to promote diversity, equality and inclusivity		
A commitment to proactively foster parental engagement.		
Able to maintain and develop opportunities for partnerships with parents, other schools, local churches and other community groups		
Evidence of encouraging the personal and professional development of all staff		
Able to build upon our last OfSTED inspection outcomes		
Welcomes support and challenge from the Governing Body and actively supports the governors to deliver their functions effectively		
Experience of a SIAMs inspection at leadership level		
Experience of an OFSTED inspection at leadership level		
Reflective - able to build on the current strengths of the school and identify areas for improvement		
Be approachable and accessible		
Be an excellent communicator and have strong interpersonal skills (written, verbal and aural) and resilience to engage the school community.		





## APPLICATION PROCESS

The application form and recruitment privacy notice and are available on the school website. [www.potterhanworth.lincs.sch.uk](http://www.potterhanworth.lincs.sch.uk)

Please note only completed application forms will be considered, CV's are not accepted. Please account for any unexplained gaps in your employment history.

### RELEVANT DATES

#### School Visit Dates

Tuesday 25th February 9-10am

Tuesday 4th March 9-10am

(please email the school office for appointment confirmation or to discuss possible alternatives)

#### Closing Date for Applications

Thursday 13th March 2025

(Completed applications should be sent to [Richard.Gilding@Potterhanworth.lincs.sch.uk](mailto:Richard.Gilding@Potterhanworth.lincs.sch.uk))

#### Shortlisting

Monday 17th March 2025

#### Interviews

Friday 28th March 2025

## CONTACT DETAILS

Potterhanworth Church of England Primary School  
Main Road,  
Potterhanworth,  
Lincoln  
LN4 2DT

Telephone (01522) 791031  
[enquiries@potterhanworth.lincs.sch.uk](mailto:enquiries@potterhanworth.lincs.sch.uk)

