

# Headteacher Application Pack



## **Belong Believe Achieve**

*I can do all things through Christ who gives me strength. Philippians 4:13*

# Welcome from our Chair of Governors

Dear Applicant,

Many thanks for your interest in the role of Headteacher at Wavertree Church of England Primary School. The Governing Board wishes to recruit an inspirational and caring leader with ambition and imagination to take our school forward by building on the secure foundations already established. We are proud to have maintained 'Good' for our Ofsted inspection in December 2022 and 'Outstanding' for our SIAMS inspection in May 2023.

The Governing Board maintain a strong commitment to serving the needs of our children, staff and families as a faith community. To this end, we are fortunate to be supported by the Diocese and locally by Holy Trinity Wavertree church. The successful candidate will need to continue to support and develop this ethos.

Our school has enthusiastic children who enjoy learning because they experience a wide range of enriching cultural opportunities and a high-quality education with moral purpose. The school has benefitted from the excellent empathetic leadership of our current Headteacher, who has been ably supported by an experienced, committed, creative and child-centred staff team. We look forward to working with a similarly motivated and dedicated new Headteacher.

The Governing Board will fully support the successful candidate in leading the school forward as it considers possible academisation whilst monitoring the performance of school and the attainment of pupils by maintaining high standards for all our children.

We would encourage you to visit school before the interview dates so you can see the lovely historic building and the inclusive education provided. Our current Headteacher Mrs Brooksbank will be happy to answer any questions you may have about our school when you visit.

For further details about our school please visit the website

<https://www.wavertree.liverpool.sch.uk/>

As a Governing Board we hope you find this information useful and thank you again for your interest in the post. We look forward to receiving your application.

Kind regards,

Barbara Murray

Chair of Governors



# Our Visions and Values

## Our Vision

### **Belong Believe Achieve**

A place where everyone belongs to the family of Wavertree with faith at the centre.  
Where we believe in ourselves and others. Where we achieve our full potential.  
Where hope and love inspires all that we do.

**Philippians 4:13** 'I can do all things through Him who gives me strength.'

At Wavertree School all members of the community embrace our vision and seek to live it out through our thoughts, words and deeds.

## Our Values

We all strive to follow our six Christian Values primarily within school and in the community beyond.

These are:

- Fellowship
- Respect
- Hope
- Forgiveness
- Wisdom
- Compassion

Every class will have the opportunity to share something of their learning with the community through a Class Worship each year.

We recognise that to achieve the vision and values at Wavertree CE School, our curriculum needs to be supportive and responsive. Many of our pupils benefit from the Christian based PSHE lessons that are offered to all.

At Wavertree CE School, it is our aim to be a centre of excellence where children, families and staff are successfully supported and encouraged to discover new horizons and develop their true potential.

## Further Information

Wavertree CE School is a small primary school in the heart of Wavertree overlooking the Mystery. The Victorian building was beautifully renovated in 1999 and further improvements have been made to ensure that all pupils can receive a good quality education. The school was originally built in 1867 and it was originally known as Trinity District School. We have been serving our community for 157 years.

We are very proud of the achievements of our pupils and celebrate success every week in our Friday Celebration. We continually strive for excellence and endeavour to provide all pupils with a broad and balanced curriculum that has been designed to ensure progress is evident. This curriculum is presented creatively through discrete subjects. Teachers are responsible for specific areas of the curriculum to ensure that learning opportunities are maximised each term.

### Our Early Years

Visitors to our school are often struck by the calm environment in classrooms, the friendly demeanour of the pupils, the enthusiasm for learning, the respect that pupils have for each other and the manner in which they look after each other. The community often praise the good behaviour demonstrated by our pupils when they are engaging in school visits.



IDSR data reports that the school has high levels of deprivation with 56% of pupils eligible for free school meals. 24% of pupils have SEND, 22% have EAL and pupil mobility is high. School have 21 ethnic groups represented within our community with the largest group being British (45%).

We have an experienced and caring team of staff who are extremely committed and dedicated to the children and families in our care. They work exceptionally hard to ensure we provide the best education and support possible in our community as relationships with parents / carers is also very important to us.

The school works highly successfully and collaboratively with neighbouring schools in the area. We are part of a local school's network called Fiveways Alliance which holds regular meetings to decide the training needs that can be shared between schools, based upon local need. The network provides CPD training and support for teaching and support staff, as well as school leaders. It is a source of huge professional, social and emotional support. This will be an excellent resource for any Headteacher. The group's philosophy is to support wellbeing of colleagues as well as selflessly offering guidance and advice.



# We would like our new headteacher to be...



Encouraging  
Patient  
Values <sup>Generous</sup> Optimistic  
<sup>Kind</sup>  
Responsible <sup>Courageous</sup>  
listener Christian  
Good <sup>Inspiring</sup>  
<sup>Humour</sup>  
Caring Respectful  
Understanding



## WAVERTREE CHURCH OF ENGLAND PRIMARY SCHOOL

### HEADTEACHER

#### Job Description

This job description reflects the **Headteachers' Standards 2020**. These standards are built upon the Teaching Standards 2011 which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Diocese, the governing body, the staff of the school, its pupils and the parents and carers of its pupils.

#### HEADTEACHERS' STANDARDS (Statutory)

##### Part one: Teaching

The Headteacher will:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

##### Part two: Personal and Professional Conduct

A Headteacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

The Headteacher/teacher will uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
2. Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Not undermining fundamental British values, including democracy, the rules of

law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
6. Having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
7. Having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## **HEADTEACHERS STANDARDS 2020 (Non-Statutory)**

These standards are categorised into three identified domains, all underpinned by governance and accountability. They outline the broad and holistic nature of the Headteacher role:

Culture and ethos

- school culture
- behaviour
- professional development

Curriculum and teaching

- teaching and learning
- curriculum and assessment
- additional and special educational needs

Organisational effectiveness

- organisational management
- school improvement
- working in partnership

The Headteacher will ensure that the school reflects the Church of England Vision for Education by ensuring it promotes:

1. Educating for Wisdom, Knowledge and Skills
2. Educating for Hope and Aspiration
3. Educating for Community and Living Well Together
4. Educating for Dignity and Respect

### **1. EDUCATING FOR WISDOM, KNOWLEDGE AND SKILLS**

'Good schools foster confidence, delight, discipline in seeking wisdom, knowledge, truth, understanding, know-how, and the skills needed to shape life well.' (CofE 2016:7). Within the Bible as well as Christian and Church culture we see both the value of wisdom seeking and the importance of teaching and learning. We are told as a child Jesus himself 'grew in wisdom.' (Luke 2:52)

In order to ensure this the Headteacher will:

- Hold and articulate clear Christian values and purpose in accordance with the distinctive nature of a church school, focussing on providing 'wisdom, knowledge and truth'.
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.

- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally including the continuing role of schools with a religious character, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's Christian vision and distinctive Christian character and values, ably translating local and national policy into the school's context.
- Communicate compellingly the school's Christian vision and drive the strategic leadership, ensuring all have the skills needed to shape life well.
- Inspire and lead the school as a worshipping community, which demonstrates the Christian vision and Christian values in everyday work and practice.
- Regularly review own practice, set personal targets and take responsibility for own personal and spiritual development.
- Act as spiritual leader to staff and pupils.
- Ensure that Religious Education and Collective Worship are central to the life and teaching of the school, and set a high personal example in these aspects.
- Provide for the daily act of Collective Worship demonstrating the tenets of the Anglican tradition, in accordance with the school's Trust Deed in consultation with the Governing Board.
- 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.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance.

## **2. EDUCATING FOR HOPE AND ASPIRATION**

'Good schools open up horizons of hope and aspiration, and guide pupils into ways of fulfilling them. (Ibid). Demonstrating a belief in the worth of each student demands working with individuals towards them achieving their God-given potential. Hope is built on God's ongoing love and compassion for this world and all within it. 'Faith is the assurance of things hoped for, the conviction of things not yet seen.' (Hebrews 11:1)

In order to ensure this the Headteacher will:

- Build a culture that recognises the worth of each individual whilst encouraging all to stretch themselves spiritually, morally, imaginatively and actively, to aspire to be the best they can be.
- Pay particular attention to supporting the disadvantaged to achieve their God-given potential.
- Instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes, hopes and aspirations.
- Secure excellent teaching through an analytical understanding of the core features of successful classroom practice and curriculum design as well as how pupils learn, leading to rich curriculum opportunities and pupils' well-being that reflect the school's distinctive Christian ethos and values.
- Establish an educational culture that reflects hope and aspiration whereby 'open classrooms' are a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.



- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Demonstrate a personal 'reservoir of hope' through perseverance, patience, openness and celebration.

### **3. EDUCATING FOR COMMUNITY AND LIVING WELL**

Good schools have a focus on a commitment to relationships and the worth of each other. There is a conviction that we are created and sustained by God for living together in families and communities. Each school is a 'hospitable community that seeks to embody an ethos of living well together.' (Ibid) Pupils and staff should be encouraged to flourish. Living well together stems from the command to 'love your neighbour as you love yourself.' (Luke 10:27)

In order to ensure this the Headteacher will:

- Work cooperatively with pupils, staff, Governors, parents, the church and other members of the community to achieve the school's Christian vision creating a 'hospitable community'.
- Seek opportunities to invite parents/carers, members of the Church family, community, business or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice with schools, working in partnership with others to promote innovation.
- Promote a vision of a Church school witnessing to its Christian values where we see everyone 'flourishing together'.
- Create a community within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other demonstrating the school's Christian values.
- Promote, build and sustain creative partnerships with the Church and Christian communities that foster the spiritual development of the children.
- Create and promote positive strategies for challenging prejudice and dealing with harassment in a Christian manner.
- Ensure a range of Church and community-based learning experiences including the development or promotion of Christian community.
- Collaborate with Church and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Ensure that the school's systems, organisation and processes make our school known for being a 'just institution'.
- Provide a safe, calm and well-ordered environment, consistent with the School's Christian vision, for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Welcome strong governance and actively support the Governing Board to understand its role and deliver its functions effectively, paying attention to the school's distinctive Christian character, in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the development of the whole child spiritually, emotionally and morally, and the school's sustainability.

- Recognise the value of all staff, through distributed leadership, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Recruit members of staff who are able and willing to contribute to the Christian ethos of the school, retaining and deploying them appropriately and managing their workload to achieve the vision and goals of the school.

#### **4. EDUCATING FOR DIGNITY AND RESPECT**

Good schools show commitment to the dignity and human worth of each person, rooted in the belief that all are created in the image of God and loved by God. Actions need to demonstrate this belief. In line with Jesus' teaching, special attention is to be shown to 'the disadvantaged, excluded, despised and feared.' Each individual should be given opportunities to live 'life in all its fullness.' 'Ensuring children are kept safe from harm and educated in an environment where all God's children are valued is of highest priority.'

In order to ensure this the Headteacher will:

- Create an outward-facing school which works with other schools and organisations, in a climate of mutual yet supportive challenge, so that best practice is championed and achievements are secured for all pupils, respecting that all children and staff have different God-given gifts.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils, in particular those disadvantaged pupils.
- Treat people fairly, equitably and with dignity and respect, to create and maintain a positive school culture promoting the 'ultimate worth' of each individual and ensuring students don't feel ashamed of failure.
- Hold all staff to account for their professional conduct and practice, reflecting the school's Christian values.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff which reflects the Christian identity of the school, addressing any under-performance whilst supporting staff to improve and valuing excellent practice.
- Develop strategies that demonstrate the equal worth of those with and without special educational needs and disabilities and resource these appropriately.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff, which also promotes and reflects the distinctive nature of Church of England schools.
- Inspire and influence others, within and beyond the school, to believe education can be one of the greatest blessings in young people's lives. In particular to work within the school and Church community to translate the Christian vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate ethical behaviour, and positive relationships and attitudes towards pupils, staff, parents, Governors and members of the local community, through modelling the Christian values that underpin the life of the school.

**The Headteacher will be required to safeguard and promote the welfare of children and young people and to hold all staff and volunteers accountable to safeguarding regulations.**

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteachers.*

**Our school is committed to safeguarding children and promoting the welfare of children. We expect all staff to share this commitment. This post is subject to all the relevant pre-employment checks set out in Keeping Children Safe in Education, including an enhanced DBS certificate with barred list check.**



## Person Specification for Headteacher at Wavertree Church of England Primary Voluntary Controlled School

***The applicant will be required to safeguard and promote  
the welfare of children and young people***

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

| <b>Faith Commitment</b> |  | <b>Essential/<br/>Desirable</b> |
|-------------------------|--|---------------------------------|
| 1.                      | A practising committed Christian<br><br><i>(This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a church school)</i> | <b>E</b>                        |
| 2.                      | Willing and able to sustain and develop the Christian character of our church school   | <b>E</b>                        |

| <b>To be able to demonstrate their knowledge and understanding of the following in the context of a Church school.</b> |  | <b>Essential/<br/>Desirable</b> |
|--|--|---------------------------------|
| 3.   | Ways to ensure that the Christian vision enables the flourishing of pupils and adults within the school and its community      | <b>E</b>                        |
| 4.   | Leading school worship   | <b>E</b>                        |
| 5.   | An oversight of ways of developing the effectiveness of religious education and collective worship                             | <b>E</b>                        |
| 6.   | How relationships should be fostered and developed between the school, local Church and its community and Diocese of Liverpool | <b>E</b>                        |
| 7.   | Ways of leading the spiritual development of all the school community  | <b>E</b>                        |

| <b>Qualifications</b> |   | <b>Essential/<br/>Desirable</b> |
|-----------------------|---|---------------------------------|
| 8.                    | Qualified teacher status  | <b>E</b>                        |
| 9.                    | Degree  | <b>E</b>                        |
| 10.                   | CEPQH or NPQH or be willing to undertake it (or the North West Christian Leadership Course) | <b>D</b>                        |

| <b>Professional development and Safeguarding</b> |  | <b>Essential/<br/>Desirable</b> |
|--|--|---------------------------------|
| 11.  | Evidence of recent and appropriate professional development for the role of Headteacher (for a first-time head)<br><br><b>Or</b><br>Evidence of ongoing leadership and management professional development (if a serving head) | <b>D</b>                        |
| 12.  | Displays commitment to the protection and safeguarding of children and young people  | <b>E</b>                        |
| 13.  | Up to date safeguarding training and knowledge of legislation for the protection of young people   | <b>E</b>                        |
| 14.  | Has successfully undertaken 'safer recruitment' training or has a commitment to do so within 12 months of taking up the post   | <b>E</b>                        |
| 15.  | Will co-operate and work with relevant agencies to protect young people  | <b>E</b>                        |

| <b>School leadership and management knowledge and experience</b> |  | <b>Essential/<br/>Desirable</b> |
|--|--|---------------------------------|
| 16.  | Recent successful leadership as a headteacher or as a deputy headteacher (or as an assistant headteacher).                     | <b>E</b>                        |
| 17.  | Evidence of successfully leading school improvement (or an aspect of)  | <b>E</b>                        |
| 18.  | To have an active involvement in school self-evaluation and development planning   | <b>E</b>                        |
| 19.  | To have had experience of and ability to contribute to staff development<br><br>(e.g. coaching, mentoring, leading INSET etc.) | <b>E</b>                        |
| 20.  | Experience of monitoring staff performance   | <b>E</b>                        |
| 21.  | Knowledge and understanding of strategic financial planning and budget management  | <b>D</b>                        |
| 22.  | The ability to provide support and advice to the Governing Board to enable it to meet its responsibilities                     | <b>D</b>                        |
| 23.  | Maintains good awareness of current national education policy and strategy   | <b>E</b>                        |



| <b>Experience and knowledge of teaching</b> |   | <b>Essential/<br/>Desirable</b> |
|---|---|---------------------------------|
| 24.   | To have taught in at least two key stages (EYFS/KS 1/KS 2/KS 3/KS 4/KS 5) appropriate to the school's context | <b>D</b>                        |
| 25.   | To have working current knowledge and understanding of all key stages within the school's phase setting       | <b>E</b>                        |
| 26.   | Can effectively analyse school data and identify appropriate actions to raise standards/address weaknesses    | <b>E</b>                        |
| 27.   | Commitment to ensuring inclusion and addressing diversity positively  | <b>E</b>                        |

| <b>Professional attributes and skills</b> |   | <b>Essential/<br/>Desirable</b> |
|---|---|---------------------------------|
| 28.                                       | Demonstrate an understanding of the needs of the pupils at our school and how these can be met  | <b>E</b>                        |
| 29.                                       | Demonstrate a clear rationale for behaviour management and a proven track record of the implementation of a range of behaviour strategies | <b>E</b>                        |
| 30.                                       | An ability to communicate effectively, both orally and in writing, to a range of audiences  | <b>E</b>                        |
| 31.                                       | To be a leader of learning; demonstrating, promoting and encouraging excellent classroom practice   | <b>E</b>                        |
| 32.                                       | A commitment to the professional development for all staff, and self  | <b>E</b>                        |

| <b>Personal Qualities</b> |  | <b>Essential/<br/>Desirable</b> |
|---------------------------|--|---------------------------------|
| 33.                       | A passion for achieving the very best outcomes for all children  | <b>E</b>                        |
| 34.                       | A clear vision for an innovative, progressive and forward-thinking church school   | <b>E</b>                        |
| 35.                       | The capacity to provide inspirational, enthusiastic and innovative educational leadership  | <b>E</b>                        |
| 36.                       | Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job | <b>E</b>                        |

|     |   |          |
|-----|---|----------|
| 37. | An ability to establish effective working relationships with a wide and diverse range of people including pupils, parents, governors, colleagues, other professionals and wider community | <b>E</b> |
| 38. | The ability to inspire confidence   | <b>E</b> |
| 39. | The ability to build, create and then communicate a clear theologically-rooted Christian vision for the school  | <b>E</b> |
| 40. | Be aware of their own strengths and areas for development and listen to and reflect (and act) upon as appropriate the feedback from others  | <b>E</b> |
| 41. | Demonstrate empathy for the wellbeing of staff and the whole community  | <b>E</b> |

### **Professional Skills**

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers' Standards 2020 which also form the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in our school.

### **Confidential References and Reports**

|  |          |
|--|----------|
| Positive and supportive faith reference from the priest/minister where the applicant regularly worships<br><br><i>Candidates who do not use their Parish priest/minister must give an explanation in the letter of application</i> | <b>E</b> |
| Positive recommendation from all referees, including current employer  | <b>E</b> |

### **Application Form and Supporting Statement**

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post, **and be no more than 3 sides of A4 - Arial font, size 12.**

## How to apply

Recruitment packs containing all relevant information are available from Colette Lynch, the School Business Manager: [c.lynch@wavertree.liverpool.sch.uk](mailto:c.lynch@wavertree.liverpool.sch.uk)

To apply for the position, please complete the Application form along with the Equal Opportunities Monitoring form and return electronically to [c.lynch@wavertree.liverpool.sch.uk](mailto:c.lynch@wavertree.liverpool.sch.uk) by **12 noon on Monday 26th February 2024**.

Shortlisting will take place on **Tuesday 27<sup>th</sup> February 2024**.

Interviews will be held on **Tuesday 5th and Wednesday 6th March 2024**. Applicants must be available for both days.

Forms can be downloaded from The School Improvement Liverpool, Department of Education (Teaching Vacancies), Wavertree CE School and Liverpool Diocesan websites.

The current Headteacher is very keen to share the journey and the successes of the school. Visits to the school are encouraged on the following dates:

Monday 19th February 9.45am and 4pm

Wednesday 21st February 9.45am.

Please contact Colette Lynch to book an appointment on 0151 733 1231.

