



CAISTOR GRAMMAR SCHOOL





Table of Contents

PAGE 1 | CHAIR'S LETTER

PAGE 2 | HEAD'S LETTER

PAGE 3 | STUDENT'S LETTER

PAGE 4 | KEY INFORMATION

PAGE 5 | KEY INFORMATION CONTINUED

PAGE 6 | THE ROLE

PAGE 7 – 8 | THE SCHOOL

PAGE 9 | LIVING IN LINCOLNSHIRE

PAGE 10 – 12 | ROLE DESCRIPTION

PAGE 13 – 15 | PERSON SPECIFICATION

PAGE 16 | HOW TO APPLY

Dear Prospective Applicant,

Thank you for your interest in the position of Headteacher at Caistor Grammar School. Caistor Grammar School is a selective, mixed, single academy trust of 698 students including a popular sixth form of 189 students. We are significantly oversubscribed drawing approximately half our students from within 6.5 miles of the school and the remainder from a wider area which stretches across four counties.

Our school motto and mission statement is;

"Ever to excel. We seek to use lively minds, to work hard, to develop all our talents and to grow through sharing to be the best version of ourselves."

To give our students every opportunity to achieve these aims, Caistor Grammar School offers not just inspiring teaching and learning, but a myriad of extra-curricular activities and experiences. The whole student experience and the ability to acquire the skills necessary to move forward to the next stage of their lives is as important as academic excellence.

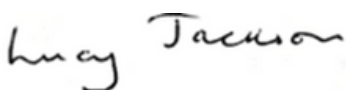
We are fortunate to benefit from a highly committed, experienced and loyal staff, supportive parents and an effective governing body. Our Students are highly motivated and have high aspirations for themselves. Staff, students, parents and trustees are rightly proud of Caistor Grammar School and its long history, traditions, community feel and excellent outcomes for students.

Our Financial position is sound and as such, over the last few years, we have been able to make considerable improvements to the school site, with a new classroom block and an all-weather pitch currently under construction.

Our new Headteacher will be a highly visible leader, playing an active role in all aspects of school life. They will be approachable, with excellent written and verbal communication skills, and able to build a strong rapport with students, staff, parents, trustees and the local community.

We look forward to hearing from candidates who feel they have the personal qualities, vision and drive to lead and develop our school on the next stage of its journey.

Your sincerely,



Lucy Jackson
Chair of Trustees

'We seek to use lively minds, to work hard, to develop all our talents and to grow through sharing, to be the best version of ourselves'

Dear Prospective Applicant,

Many thanks for considering Caistor Grammar School as the next post in your career.

We're a small school of 700 students, and as you see from our website, we're also a very busy school; we're committed to guiding our students to be the best version of themselves. Importantly, we're an inclusive community too, welcoming students from across our region, regardless of background. We have approximately 300 young people applying for 100 places each year in Year 7.

Since I arrived in January 2017, we have expanded our pastoral provision, developed the site, undertaken several building projects, grown the Sixth Form, invested in our ICT resources, and are developing links with other secondary and primary settings in the county. Of course, we have also supported our students and wider school community through COVID, and we're stronger for that experience. We have been named the Sunday Times Parent Power East Midland State Secondary School of the Year three times since 2017 and are the current holders.

The trustees, staff and students have been incredibly supportive during my time as headteacher. The senior and middle leaders work well together. There is a wealth of extra-curricular provision (over 50 clubs per week) and several opportunities for overnight excursions both here and abroad. We have an established Duke of Edinburgh scheme at Bronze, Silver, and Gold. Staff are committed to the principle that education is not limited to the classroom. Importantly, our students value and cherish their experience here, and understand that they are fortunate to be part of such a special place.

I am very happy to speak to any prospective applicant about the School. If you'd like to have a conversation, please contact my PA Charlie Coulston (charlie.coulston@caistorgrammar.com).

With warmest regards,



Alistair Hopkins
Headmaster

Students' Welcome

We'd like to tell you a little about the School from a students' perspective as you consider making an application to us.

Caistor Grammar serves as more than just a school, but a community that the new Headteacher can be proud to take leadership of. Though academic achievement is a massive part of our success, our school goes beyond excellence in the classroom. One advantage of Caistor is the welcoming feel on site, and with only 700 students (including the Sixth Form), there is a lot of co-operation between year groups which adds to the feeling of inclusivity. Student leadership is something we at CGS take pride in. The School Council is just one of many leadership groups within the school, comprised of one student elected on behalf of each form from years 7-12, the meetings themselves chaired by the Senior Prefect Team. The students have the genuine ability to create change around the school thanks to a staff who listen to our perspective. Students work alongside their teachers in a wide variety of activities within school, Remembrance Day services, Senior Prefect activity week and school theatre performances to name a few. These activities, supported by Staff, really reflect the close-knit CGS family the new Head Teacher will join.


The approach to learning allows students to succeed in their areas of interest. This is encouraged by the incredible efforts of teachers, who not only make lessons enjoyable and exciting, but offer additional support in the form of lunchtime clubs, revision sessions and memorable school trips. Both the student body and teaching staff are highly motivated and enthusiastic towards studies, which in turn has resulted in students achieving the highest marks. The like-minded attitudes of teachers and students have allowed students to thrive.

The school also offers its students a wide range of opportunities in a variety of different fields. It has excellent connections with local businesses which helps make open evenings, work experience and events such as Challenge of Industry extremely rewarding. It provides opportunities on the sports field, through entering the various super-zone regional competitions, and travelling around the county playing a whole host of sports. The school's broad programme of extra-curricular activities and trips seems to provide everyone with something they can enjoy outside of the classroom. The House System is another integral part of the school community, again echoing a wide and inclusive range of activities students can get involved with, as our inter-House activities span from music and drama to chess and even the renowned pancake race!

We will always be grateful for the opportunities provided to us by CGS, helping us to become the mature, responsible and aspirational young people we want to be. As you have read above, the amazing staff and work ethic at CGS has made it an inspiring and aspirational place of hard work but with plenty of support along the way. CGS really is a place where students can fully achieve their goals at the same time as developing important life skills with their peers. We can all agree that it has been a privilege to have had the CGS experience. We would love to have the chance all over again.

Key Information

Type of School	Single Academy Trust
Date School Established	1631
Age Range	11–18
Number of Staff	79 (57 teaching staff of whom 11 are part-time; and 22 support staff)
Denomination	Church of England
Co-educational or single sex	Co-educational
Number of students	698 (189 in the Sixth Form)
Average Attendance (2019/2020)	97.8%
Percentage of students with Pupil Premium	5%
Percentage of students with Free School Meals	4.7%
Percentage of students with SEN	2.4%

A group of young men, likely football players, are posed in front of a goal net. They are wearing red football kits with 'PREMIER LEAGUE PLAYERS' printed on the front. One player in the center is wearing a yellow training bib with the 'mitre' logo. The background shows a grassy field and a goal net.

The School has established links with local primary and secondary settings, including Caistor Yarborough Academy, Queen Elizabeth's Grammar School, Alford, Healing Academy, Humberston Academy, and Caistor and Grasby primary schools. Our sports development officer works with over 20 primary schools in the region.

We work with the LEAD Teaching Hub Lincolnshire.

Our curriculum intent is: 'We provide a challenging, rigorous, engaging and broad curriculum for able and ambitious students in the local area within the framework of a caring community. All students, regardless of need, gender, ethnicity, and background, are guided to be independent thinkers, emotionally resilient, empathetic, well behaved and socially responsible. They are prepared to make a constructive contribution to society because of the experiences they encounter, and the example set by others.

Our outcomes are very strong. Progress 8: 2019 (0.65), 2018 (0.6), 2017 (0.61), 2016 (0.23) placing us in the top 20% nationally. Attainment 8 was: 2019 (72.9), 2018 (71.1), 2017 (71.6), placing us in the top 20% nationally. Our prior attainment is 'well above average' for all year groups in Reading, Writing and Mathematics. At A level, the average point score for the best 3 A levels was in the highest 20% for 2018 and 2019.

Although we are members of the Lincolnshire Consortium of Grammar Schools, we set, assess and administer our own 11+ selection examination for Year 7 entry. Entry to the Sixth Form is based on GCSE outcomes.

Destinations: many of our students move on to high quality Russell Group higher education establishments while a small number have secured high quality apprenticeships. Approximately five students achieve places at Oxbridge and 8 go onto Medicine, Dentistry or Veterinary courses.



The Role of Headteacher

The opportunity to guide, challenge, inspire and encourage generations of young people and to empower excellent, committed, caring and inspirational staff is truly exceptional. Successive leaders have enjoyed this challenge at Caistor Grammar School, developing over time a school which is held in high esteem by its community, its pupils past and present, and the people who work there to make it unique.

Caistor Grammar School is an exceptional school in many ways. The school motto 'Ever to Excel' conveys the driving principle of all at the school to ensure that all students are inspired and supported to achieve beyond their expectations in every area of their school experience whether it be academic, in sport, the arts or in service to others. The relatively small close knit community of just under 700 students certainly ensures that every student is known well by the talented staff and that the students can support each through a fully embedded House system. Students do excel, as is evident in exceptional examinations results and the large numbers of A level students who advance to prestigious universities. Teachers enjoy working in this school which values their expertise and where intellectual curiosity in students is encouraged.

Caistor Grammar School would not be CGS without its rich life beyond the classroom. Students, staff and Trustees alike treasure the breadth of extra-curricular activities which are integral to the rhythm of the school year. It is without question that the range of sporting, artistic and charitable events develop student confidence, mental well-being, team spirit and enjoyment of school. All of these experiences and the quality of teaching and pastoral support offered to students help to foster an atmosphere of deep mutual respect resulting in an environment which inspires all to excel.

This quality of education experienced by students at Caistor Grammar School is exceptional. However, schools are not successful by chance and the staff and Trustees recognise that continuing to provide such a rich education requires talented, experienced and inspirational leadership. The new Headteacher of CGS will need to lead a school which promotes exceptional academic outcomes for students where individual progress is the core focus and which expects students to embrace extracurricular opportunities as an essential part of school life. Additionally, the new Headteacher will be required to support staff and students as the whole community continues to overcome the disruption of the past two years.

The school is proud of its history and the role it plays in the local and national education landscape, having effective links with several local secondary schools and sports partnership with over twenty regional primary schools. Teacher training in conjunction with LEAD Teaching Hub Lincolnshire is a vital aspect of the school's work. All at the school value these relationships and esteem their Single Academy autonomy and the protection this gives to the school's unique qualities. Trustees also recognise that national policy may require this to be reviewed. In such an event, the new Headteacher of Caistor Grammar School would be fully engaged in considerations regarding Multi-Academy status.

CAISTOR GRAMMAR SCHOOL

Lincolnshire is a county which still retains many grammar schools. There are 15 in all, but many parts of the county offer comprehensive schools including the City of Lincoln and nearby Market Rasen. Caistor Grammar School was founded in 1631 and the original school building is still in daily use. Our Sixth Form is accommodated in an attractive 19th century country house and our Library is housed in what was once a Victorian Chapel. Our school overlooks Caistor's beautiful mediaeval parish church, St Peter and St Paul. We have close ties with the Church and visit it for various events and services throughout the year.

We occupy an attractive site on the side of a hill with views over Trent Valley. Most of our work is done in buildings which were substantially remodelled and extended about 20 years ago. We are continually looking at ways to improve the facilities for our students and last year we were successful in applying for two substantial CIF bids. One of the bids will assist in a new roof for the School Gym whilst the other will see our temporary classrooms finally replaced by a new building on our current outdoor basketball court. Our main sports facilities are on a separate site some five minutes' walk away and include an all-weather pitch (which we are currently replacing with a more modern 3G style surface) and a sports pavilion. We also have a popular Fitness Suite on the School site which has been recently refurbished.

The Students at Caistor Grammar School have always had a well-deserved reputation for achievement in a number of areas. The last four inspections by Ofsted were all graded outstanding. We are accordingly in Ofsted's "Hall of Fame" on four occasions, the only school in Lincolnshire to achieve this feat. Our results in recent years have led to us often being the leading school in Lincolnshire at KS3 and GCSE. At A level, we have been the leading school in Lincolnshire for most of the last 13 years. We have been the East Midlands Sunday Times Parent Power School of the year on a number of occasions and were named as the East Midlands State School of the Decade in November 2020. We have an enviable academic record, including excellent Value Added, as a perusal of academic league tables will show.

Our students are also successful in extra curricular activities such as Sports and Athletics and have reached national finals in diverse activities ranging from debating to Warhammer. We also produce an extremely popular and successful School musical each year. This academic year saw students from all year groups perform in a fantastic adaptation of Joseph and His Technicolour Dreamcoat (a real effort whilst still in a pandemic).

CAISTOR GRAMMAR SCHOOL

We are a selective school drawing our pupils from the upper 25% of the ability range. All our sixth formers are working for A-levels and nearly all go on to higher education. Our students are well motivated and co-operative. The atmosphere of the School is friendly, inclusive and purposeful.

We have recruited strongly from the unitary authorities of North Lincolnshire and North East Lincolnshire (previously part of Humberside) as well as Lincolnshire. We have also recently seen an increase in the number of children travelling from farther afield, including Hull, to attend the school. We currently admit around 100 boys and girls to Year 7 and have 698 students on roll, including a Sixth Form of nearly 200. Together with outstanding academic achievement, Caistor Grammar School is characterised by the extensive extra-curricular opportunities that it offers its students; arranged by a highly skilled, dedicated and motivated staff team.

There are three Houses; Ayscough, Hansard and Rawlinson, which all students belong to, and many inter-House competitions including drama, music, sport, chess, quizzes, debating and an annual pancake race. The extended curriculum allows students to develop team-building and leadership skills. A large number of students take part in the Duke of Edinburgh Award scheme, with many Gold awards achieved, and there are outdoor pursuits trips for different year groups

Students also make a significant contribution to the wider community, including raising money for Children in Need, Macmillan Cancer Support and other local projects.

Living in Lincolnshire



Caistor Grammar School is situated in Caistor, Lincolnshire, which is a small country town, dating back to Roman Times, nestling on the Hillside at the northern edge of the Lincolnshire Wolds an area of outstanding natural beauty. Caistor is notable for its Georgian buildings but dates to as early as Roman times with remnants such as fragments of wall to the south of the Parish Church of St Peter and St Paul, which is used from time to time for school concerts and the annual Awards Evening.

Caistor is also part of the Viking Way. The Viking Way is a long-distance walking route, named after an area, occupied by Norse invaders. The route runs through Caistor and connects to the picturesque villages of Walesby and Tealby, disused ironstone mines at Nettleton, and the highest point of Lincolnshire at Normanby Top 551ft above sea level. Caistor is 30 miles to Lincoln in the south and 12 miles to Grimsby in the east. Situated on the A46 Caistor has easy access to the A1 going south. Being near the M180 allows equally simple access to the north and west and all the major motorway networks, as well as Humberside International Airport being only 7 miles away. A short route will take you over the spectacular Humber Bridge to Hull in about 30 minutes. From our nearest railway station, Market Rasen, the journey to London King's Cross takes between 2½ to 3 hours and the train from Barnetby Station will take you direct to Manchester.

Caistor is home to numerous businesses including: a Post Office, Pharmacy, Doctor's Surgery, Co-op, Hairdressers, Equestrian Centre, and multiple Cafes. The City of Lincoln is a historic cathedral city, and the castle houses an original copy of the Magna Carta. Another nearby city, Hull, has a historic old town with several museums, an art gallery, and an award-winning aquarium, The Deep. It was UK's City of Culture in 2017. The Lincolnshire coast is also not too far away and holds hidden gems such as the nature reserve at Donna Nook.

Compared to many areas of the country, house prices in Lincolnshire are very competitive, with the average cost of a detached house being just over £193,203 (September 2021). There are many villages and small towns within easy reach of Caistor – such as Grasby, Tealby, North Kelsey, Brigg, Louth, Barton on Humber and Market Rasen. Many excellent primary schools are also situated nearby.

Fresh air, big skies, pleasant areas to live, but all with a variety of activities within a short drive – Lincolnshire has many attractions and a warm welcome.

ROLE DESCRIPTION

Title: Headteacher
Responsible to: The Chair of Trustees

Leadership scale L30 – L36

This role description reflects the Headteachers' Standards issued in October 2020.

These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

Core Purpose and Responsibility

The Headteacher's main role is to provide highly effective, professional leadership for the school which secures its continuing success and improvement, ensuring high quality education for all its students and excellent standards of learning, achievement and pastoral care.

The Headteacher will be the chief accounting officer.

Legal Requirements

The Headteacher is required to carry out all the statutory duties in the School Teachers' Pay and Conditions Document para 46.1 and 47.1 and 47.2, the contractual framework and the professional responsibilities outlined in sections 48 and 49 of the STP.

1. School Culture

- a.** Sustain the school's ethos, vision and strategic direction in partnership with the Trustees and the school community.
- b.** Create a culture where students experience a positive and enriching school life.
- c.** Uphold and deliver ambitious education standards which prepare students from all backgrounds for their next phase of education.
- d.** Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- e.** Ensure a culture of high staff expectation.
- f.** Promote and support the well-being of students and staff.

2. Leadership

- a.** Provide exceptional leadership to all teaching and support staff through outstanding communication and timely, insightful, decision making.
- b.** Develop highly effective delegated leadership throughout the school.

- c. Hold SLT and TLR holders to account through clearly defined roles and responsibilities, challenging targets and objectives.
- d. Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness.
- e. Identify a deputy or other suitable person to assume responsibility for the discharge of the Headteacher's role during any absence from school.
- f. Develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely and appropriately sequenced.
- g. Carefully monitor and evaluate the effectiveness of school improvement strategies.
- h. Prepare and lead strategies to maximise success in Ofsted inspections.

3. Teaching

- a. Sustain high-quality, expert teaching across subjects and key stages, built on evidence-informed understanding of effective teaching and how students learn.
- b. Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- c. Ensure effective use is made of formative assessment.

4. Curriculum and Assessment

- a. Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- b. Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- c. Ensure that all students are supported to achieve standards of literacy and numeracy that will enable them to enjoy the maximum success both at school and in later life.
- d. Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.

5. Behaviour

- a. Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood by all staff and students.
- b. Ensure high standards of behaviour and courteous conduct in accordance with the school's behaviour policy which is understood by parents and carers.
- c. Implement fair, consistent and respectful approaches to behaviour management.
- d. Ensure that adults within the school model and teach the behaviour of a good citizen.

6. Additional and special educational needs and disabilities

- a. Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities.
- b. Establish and sustain culture and practices and enable students to access the curriculum and learn effectively.

- c. Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate.
- d. Ensure that the school fulfils its statutory duties with regard to the SEND code of practice.

7. Professional Development

- a. Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- b. 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.
- c. 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.

8. Organisational Management

- a. Ensure the protection and safety of students and staff through effective approaches to safeguarding as part of the duty of care.
- b. Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- c. Ensure staff are deployed and managed well with due attention to workload.
- d. Establish and oversee systems, policies and processes that enable the school to operate effectively and efficiently.
- e. Ensure rigorous approaches to identifying, managing and mitigating risk.

9. Continuous School Improvement

- a. 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.
- b. Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, costed, appropriately sequenced and suited to the school's context.
- c. Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

10. Ambassadorial Role and Working in Partnership

- a. Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- b. Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- c. Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve outcomes for all students.
- d. Liaise with the press and media, as appropriate.

11. Governance and Accountability

- a. Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- b. Establish and sustain professional working relationships with those responsible for governance.
- c. Ensure that staff know and understand their professional responsibilities and are held to account.
- d. Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

The above represents key priorities and accountabilities for the role of Headteacher and is not an exhaustive list. This Role Description is current at the date shown, but, in consultation with the successful applicant, may be changed should the Trust decide to develop in the future.

Person Specification

Categories	Qualities/Competencies Essential	Qualities/Competencies Desirable	Additional Evidence Requirements and where tested
Qualifications and Continuing Education	<ol style="list-style-type: none"> 1. Well qualified honours graduate. 2. Qualified teacher status as recognised by the DfE 3. Evidence of continuing professional development 4. Completion of Designated Safeguarding Lead and Safer Recruitment Training or readiness to undertake such on taking up post. 5. Evidence of enhanced DBS. 	<p>3b Further study relevant to Headship – NPQH / Masters in Education Leadership.</p>	<p>1 and 2 Professional and academic certificates.</p> <p>3. Application form. 3b Application form.</p> <p>4. As above.</p> <p>5. Evidence to be provided at Selection events.</p>
Experience	<ol style="list-style-type: none"> 1. Substantial experience of highly effective teaching in the secondary phase, including 6th form. 2. Recent proven ability to lead, motivate and manage highly effective teams as Headteacher or Deputy Headteacher/Assistant Head. 	<p>3. Experience across more than one school.</p>	<ol style="list-style-type: none"> 1. Application form and letter. 2. Application form and letter. 3. Application form.
Professional Competences	<ol style="list-style-type: none"> 1. Knowledge and understanding of current educational issues in the Key Stages of the secondary phase, including post 16 education. 		<ol style="list-style-type: none"> 1. Application form, letter and selection processes. 2. Letter and selection activity.

	<ul style="list-style-type: none"> 2. Expertise in monitoring, assessing and improving classroom performance. 3. Effective and persuasive communicator both orally and in writing. 4. Ability to marshal, analyse and evaluate evidence and data. 5. Expertise in financial planning, budget management and financial forecasting. 		<ul style="list-style-type: none"> 3. Letter and selection processes. 4. Selection processes. 5. Selection processes.
<p>Leadership and Management</p>	<ul style="list-style-type: none"> 1. Proven track record of securing successful outcomes for learners through highly effective leadership and management 2. Ability to build, support, lead and work with highly effective teams. 3. Strategic thinker with a vision that can be shared with students, trustees, staff, parents, potential funders and wider stakeholders. 4. Innovative and with a clear understanding of educational opportunity and how to translate it into practical reality. 5. Understanding of how excellent financial management and effective utilisation of resources benefit learners. 6. Promotion of high standards of personal conduct and high expectations. 7. Understanding of effective support structures to promote mental well-being for students and staff. 8. Ability to devise effective and efficient systems to embed a culture of continuous improvement through Performance Management. 9. Ability to drive transformational change. 10. Ability to forge effective, positive relationships with the school and education community. 11. A vision for how Information Technology can enhance learning and creativity and a capacity to translate that vision into reality. 		<ul style="list-style-type: none"> 1. Letter and selection processes, references. 2. Reference and selection processes. 3. Letter and selection processes, references. 4. Letter and selection processes. 5. Reference, letter and selection processes. 6. Reference and selection activity. 7. Application form, letter and Selection processes. 8. Letter and selection processes, reference. 9. Letter, selection processes. 10. Letter, selection processes and reference. 11. Letter, selection activity.

Professional and Personal Attributes

1. High personal standards of integrity and probity.
2. Ability to create and communicate an exceptionally positive ethos.
3. Excellent interpersonal skills with both adults and young people.
4. Empathy for the needs of all students at Caistor Grammar School.
5. Resilience, courage confidence.
6. Enthusiasm for the potential of schools to transform lives for the better.
7. A demonstrable commitment to the wider life of the school.
8. A strong personal commitment to inclusion and diversity.
9. A strong commitment to personal development for all.
10. A demonstrable commitment to selective education.

1. Letter, selection processes and references.
2. Letter, selection processes.
3. Selection processes and references.
4. Letter/application form, selection processes and references.
5. Selection processes and references.
6. Letter, selection processes and references.
7. Letter/ application form, selection processes.
8. Letter/application form, selection processes and references.
9. Letter/application form selection processes and references.
10. Letter/Application and selection activities.

How to apply



Thank you for your interest in our school. The Trustees look forward to receiving your application.

In addition to completing an application form you are requested to submit a letter in support of your application. Applicants must complete all sections of the application form in full.

In your letter please address the following tasks:

- a) Outline the opportunities that selective education provides for all students regardless of background. 600 words
- b) Explain how would you develop the 6th form at Caistor Grammar School. 600 words
- c) What are the challenges facing Single Academy Trusts in the next five years? 600 words

Further information about Caistor Grammar School can be found on the school website www.caistorgrammar.com. In addition, candidates are encouraged to take the opportunity to visit the school at any point up to Thursday 7th April. Please contact the Head's PA , Mrs Charlie Coulson at charlie.coulston@caistorgrammar.com or by telephone on 01472 851250 before Friday 1st April to arrange your visit.

Mrs Kate Abbott of ASCL kate.abbott@ascl.org.uk will be providing professional support to the Trustees throughout the selection and appointment process. Please copy her into any correspondence with the school.

Please address your application to Mrs Lucy Jackson, Chair of Trustees. Your completed application, including your letter, should be sent to charlie.coulston@caistorgrammar.com and copied to kate.abbott@ascl.org.uk.

The deadline for applications is **noon Monday 11th April**. Please note that this falls during the Easter holidays and therefore applications should not be sent by post.

References will taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form.

Shortlisting will take place on or around the 14th April and candidates will be informed by the 16th April. The selection process and interviews will take place at the school between the 26th and 28th April 2022

Reasonable relocation expenses may be considered, if necessary, for the successful candidate.

