



# WILLIAM FARR

C of E Comprehensive School

## APPLICATION PACK FOR HEADTEACHER



STRIVING FOR EXCELLENCE

COMPASSION

FRIENDSHIP

PERSEVERANCE

RESPECT

RESPONSIBILITY

WISDOM



# WILLIAM FARR

C of E Comprehensive School

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Mrs Dawn Cooper
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## 1. Executive Summary

**We are currently seeking to appoint a new Headteacher to join and lead our school from 1 September 2024.**

At William Farr Church of England Comprehensive School, we are proud to be an inclusive and fully comprehensive school, catering for the needs of all our students. The successful applicant will be one of only eight people to have ever held this unique and rewarding position in our 72-year history, and so we are looking for a senior leader to build on our history, whilst also moving us forwards into the next phase of our journey.

As Headteacher, you will have responsibility for the strategic leadership and management of our school. You will oversee all teaching and learning in our school to bring our vision to life and ensure that our students have every opportunity to engage with '*life in all its fullness*' (John 10:10). We are committed to striving for excellence and ensuring that all students are known, valued and able to achieve.

This candidate pack sets out the role description and person specification. It also provides background information regarding our school. We encourage you to learn more about our school by visiting the [website](#).



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## 2. Welcome - Chair of Governors

Dear Applicant

Thank you for your interest in the position of **Headteacher at William Farr Church of England Comprehensive School**.



Our school vision and ambition for the future is simple – we want to ensure that our students have every opportunity to engage with *'life in all its fullness'* (John 10:10). That means we focus on creating a positive learning environment, are committed to excellence in teaching and learning, and work tirelessly to support our students to achieve their ambitions. Being a member of William Farr, in any form, brings an overwhelming sense of belonging that is palpable throughout the school.

Our core values – compassion, friendship, perseverance, respect, responsibility, and wisdom – underpin our belief that it is not just what we do, but how we do it that makes a difference to our work. With a strong focus on performance and delivering high standards in all that we do, one thing that is non-negotiable for us at William Farr is our commitment to being an inclusive school. We want every student to know that they matter, that they belong and that there is a place for them in our school. This means we hold high expectations of each other in relation to our behaviour, the way that our students learn to navigate the world and the ways in which we model inclusion in all that we do.

Our school is a welcoming and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance, and behaviour. Our students are positive and respond well in all aspects of school life. We have strong and consistent systems in place to ensure that teachers can teach, and students can learn, free from disruption.

None of this would happen without our talented and committed staff – every time I am in school, I am amazed by the remarkable things that our community of leaders, teachers and support staff are all doing to engage our students, transform lives, and support our students to grow in confidence and develop into citizens we are proud of. Our staff provide a wide variety of extracurricular activities beyond the school day, and we are equally committed to high quality induction and continuous professional development and learning for all our staff.

The vacancy of Headteacher has arisen due to the early retirement of the current post-holder, and so the Trust Board is looking to appoint a Headteacher who is a motivated, strategic leader with a proven track record. Our Headteacher is going to be someone who will continue to work collaboratively with students, parents/guardians/carers, staff, and the Trust Board to ensure every student in our school is able to excel and achieve their ambitions. We want our new Headteacher to build on existing strengths and continue to move the school forwards through innovation and best practice, enabling us to grow other areas of strength.

The most important aspect of this process is finding an individual who wants to work at William Farr as Headteacher and finding someone with the right personal qualities to lead our school. We want to be explicit in our interest in receiving applications from exceptional candidates from all backgrounds. This is a great time to join our school and we very much look forward to receiving your application for what will be a stimulating, challenging, and professionally fulfilling role. Further details about the school can be found on our website: [www.williamfarr.lincs.sch.uk](http://www.williamfarr.lincs.sch.uk).

Yours faithfully

**Dawn Cooper, Chair of Governors**



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## 3. Welcome - Diocese

Dear Applicant

Thank you for your interest in the position of Headteacher at William Farr Church of England School.

As Headteacher of a church school, you will be able to access a breadth of support services from the Lincoln Diocesan Board of Education (LDBE).

You will be warmly welcomed into the church school family. In the family, there is the diocesan education team and there are 142 Church of England schools and academies in the diocese of Lincoln.

When you start in your new post, we will ensure that a diocesan education adviser is allocated to you and we will arrange for you to have an experienced church school headteacher to mentor you in the first year of your new post. The diocese will invite you to engage in a range of activities to support you in your leadership role. They include:

- A diocesan development day for new church school headteachers
- Termly headteacher briefings
- Informal and bespoke support and advice from a named diocesan adviser and church school head mentor
- An annual adviser visit to help you further develop church school effectiveness
- Headteacher performance management support from a church school perspective
- School improvement support
- Training, courses and conferences on a range of themes for yourself and leaders at all levels. Themes include SIAMS, RE, Collective Worship, Vision and church school distinctiveness and effectiveness.

For a more detailed overview of the diocesan support on offer, please visit the diocesan website at [www.lincolndiocesaneducation.com](http://www.lincolndiocesaneducation.com) where you will find the diocesan service level agreement and a range of other resources and materials.

I hope this letter gives you an overview of the breadth of support available to complement the support offered by the teaching school hub and Trust Board.

Thank you again for your interest in the post and we look forward to receiving your application.

Yours faithfully

*Paul JE Thompson*

**Canon Paul Thompson**  
**Diocesan Director of Education**





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## 4. Welcome - School Council

Dear Applicant

The Student Council would like to extend a warm thank you for applying for the prestigious role of Headteacher at our school. Here, great importance is stressed on community values and the wellbeing of the student body, one of the many ways that this is represented is through the democratically elected School Council.



We have many roles and responsibilities that we will touch on, however our overall purpose is to represent the students from Years 7-13, acting as a bridge between students and the Senior Leadership Team. This is achieved through regular liaison with senior staff and frequent meetings with the Headteacher, in the past we have also worked closely with the Trust Board in acting as a vessel for students' ideas.

As a team, we consist of 2 democratically elected year representatives from Years 7-11, with 6 members from the Sixth Form also democratically appointed to act as the executive. The executive leads the student council and consists of 2 leads. The democratic format means that the School Council has the legitimacy to represent the students at our school and to be involved in any decision-making process that directly affects the students. The Senior Leadership Team and the Trust Board all recognise the importance of a student-led voice, something we are very grateful for and believe is an integral part here to life at William Farr.

As Heads of School Council, our primary focus is creating a sense of community and engagement within our school. This involves speaking to parents and prospective students during open evenings and providing them with insight into our school's ethos and opportunities. Our speeches serve as a platform to showcase the vibrant atmosphere and academic excellence that this school has achieved. Furthermore, we have a key part in end-of-term whole school assemblies where we give a positive message as the student voice, looking back on our term and reinforcing the school's values. As well as this, we have the privilege of hosting charity events and raising money for those within our wider community. This helps to instil community awareness and values into our peers, demonstrating the power of collective action in addressing social issues.

Over the past two years, we have worked towards achieving our development plan. This plan has included; adapting the structure of the school council, raising money for charity and finding new ways to increase the already thriving equality, diversity and inclusion within our schools. These goals have been achieved through participating in lower school's PSHE sessions on Racism and Equality, delivering assemblies on the importance of inclusion and organising charity events, such as for the Turkey/Syria earthquake.

Throughout our remaining time in the Sixth Form, we have several aims which we are keen to achieve to fulfil our duty towards both the school and wider community. We aim to create a new development plan, which will entail our intentions and prospects towards improving aspects of the school next year, via the voice of the students. This plan will be presented to the Senior Leadership Team and contain ideas of our predecessors. We will aim to work towards all these ideas. At the end of our tenure as Heads of School Council, we will return to the Senior Leadership Team with a summary of how successful our work has been before we hand on to the next school council leaders.

We hope you support us in all our decisions as the voice of the Student Body. Thank you.

**Heads of School Council**



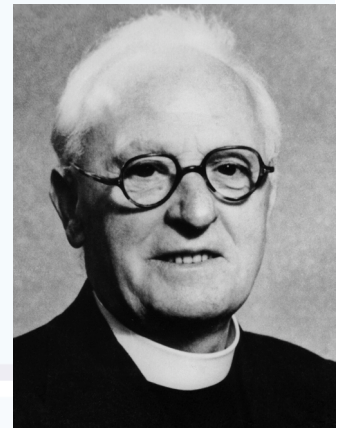


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## 5. About our School

William Farr Church of England Comprehensive School has a deeply rooted local history. It is built on the former site of RAF Dunholme Lodge, a Second World War Lancaster Bomber base, which was purchased in 1946 by the local vicar, after whom the school is named. Reverend William Farr was clear that in gifting the land, the school should remain as a 'local school' at its heart – and this is something that we uphold to this day.



*Reverend William John Farr, 1953*



Since its inception, right up to the current day, the school has placed itself strongly in the heart of the community of Welton and surrounding villages, a few miles from the beautiful cathedral city of Lincoln. Obtaining academy status in 2011, we are connected to our community and proud of our heritage, and in 2022, we celebrated our 70th anniversary at Lincoln Cathedral with the whole school community.

Our school continues to be very popular and over-subscribed every year - something that we continually reflect upon, as we are keen to look at ways in which we can offer opportunities to young people from our communities. Our Year 7 intake of 248 students is taken mainly from Welton and the surrounding villages, but we also have students travelling from the Lincoln area.

One of the ways in which we are working to expand our offer is through our exciting Sixth Form build over the next 18 months. After securing Section 106 funding, we are now working hard to enhance the learning environment for students and leave a legacy for many years to come that includes a new Sixth Form area and an expanded curriculum.



The school has always held a record of high academic achievement, due to our high-quality teaching and care and guidance support we offer to our students. Last year, William Farr School achieved its best-ever GCSE exam results with a Progress 8 score of +0.52. This placed us 4th in the county of non-selective secondary schools and in the top 10% of all secondary schools. We also offer an extensive range of extra-curricular activities and visits to complement learning, and to support students in areas outside academia.



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In October 2022, we had our first Ofsted visit in over 13 years and achieved a grading of 'Good' in all categories. Inspectors recognised that leaders and staff put the students of William Farr at the centre of everything we do. Our high expectations, strong curriculum offer, and support offered for all was highlighted, all contributing to ensuring that our students achieve the best possible outcomes. Ofsted highlighted the following strengths of the school:

- Teachers have high expectations of pupils' behaviour.
- Teachers are experts in the subjects they teach.
- Teachers encourage pupils to achieve excellence.
- Well-thought-through curriculum.
- Personal Development and SMSC.
- Extensive extra-curricular opportunities.
- Sixth Form are involved in the life of the school.
- Staff feel trusted by leaders.
- Strong safeguarding ethos.

The Ofsted inspection has provided the school with an excellent basis to further develop key areas of our curriculum. A copy of our Ofsted report can be accessed here - <https://www.williamfarr.lincs.sch.uk/ofsted>

Our Christian ethos and connection to faith and religious education is an important facet of our school that we are very proud of. Our staff and chaplain work tirelessly with students to explore and embed all elements of our theologically rooted Christian vision and faith into our curriculum and school life so that students can flourish. In our last SIAMS inspection of March 2019, we achieved a grading of 'Excellent'.

Care and guidance for our students sits at the heart of our school. We have invested heavily over recent years in our 'Student Hub', which provides targeted support for some of our most vulnerable students.

### Key facts about our school include:

From our Staff Survey:

- 99% of staff said they shared the school vision and values.
- 90% said they were proud to work at William Farr.

From our Student Survey:

- 90% of students said they enjoyed their lessons and felt they were learning well in their subjects.
- 88% of students said they enjoyed school.

From our Parent View:

- 95% of parents would recommend the school to another parent.
- 95% of parents said there is a good range of subjects in school.
- 94% of parents said their child is happy at school.
- 94% of parents said the school lets them know how their child is doing.
- 94% of parents said their child does well.



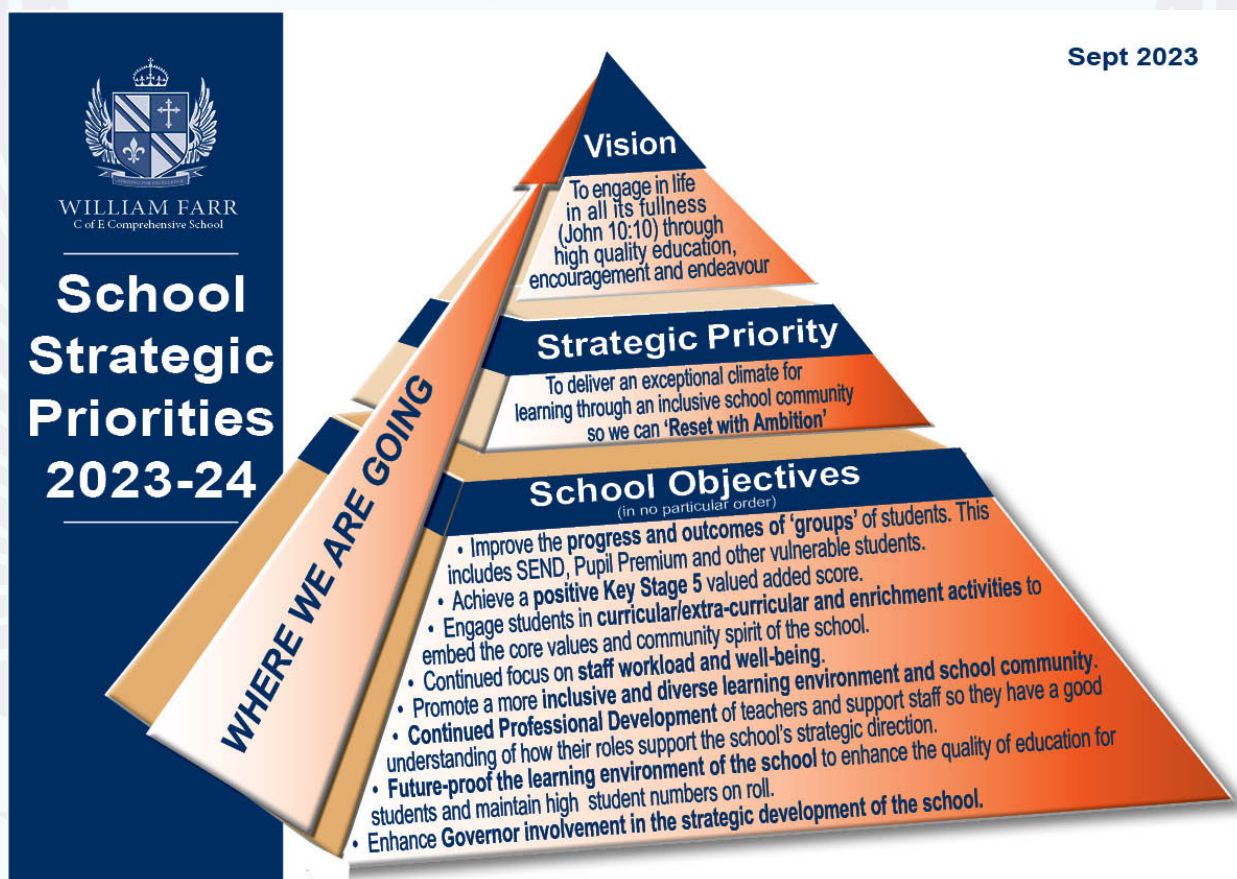


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## 6. Our Vision

Our vision is to provide all members of the school community with the opportunities to engage with *'life in all its fullness'* (John 10:10) through the highest quality of education, encouragement and endeavour. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.





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## 7. Working at William Farr

**We understand how important our staff are, and we want to make sure that people joining our school community understand what we can offer.**

As the new Headteacher at William Farr, it will be important to understand what you can expect as an individual, and the kind of things we offer more widely to our staff.

For you:

- Salary Group 7 (Within range L28-L39) to be commensurated with the experience of the successful candidate.
- Relocation package - we may be able to offer financial support.
- Wellbeing support - e.g. support from Diocesan Board of Education, PAM Assist counselling, chaplaincy, OHIO Occupational Health.
- Executive support - e.g. external coaching/support.
- Regular 1:1 meetings with Chair of Governors.
- Peer network support. Strong partnerships with local community, opportunity to shape your own personal and professional development.

For all staff:

- Competitive salary and benefits.
- Wellbeing support - e.g. 'Working for wellbeing' team of staff, Mental Health First Aiders, occupational health and counselling (if required).
- Flexible working policy.
- Dedicated time for planning.
- Ongoing learning and development.

We can offer you:

- The opportunity to work with enthusiastic and aspirational students with high learning expectations.
- A strong team of effective and committed staff.
- A supportive and ambitious Senior Leadership Team and Trust Board.
- Continuous professional development.
- An inclusive Christian ethos and values, which lie at the heart of our fully inclusive school community.



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## 8. Job Description

### 1. Management, Leadership and Strategy

- 1.1 Lead and manage the school, in partnership with the Trust Board, to develop the strategic direction for the school, continue to enhance its academic excellence in line with our vision and values, and ensure that all learners have access to outstanding learning experiences.
- 1.2 Inspire, support, challenge and motivate staff across the school, promoting well-being, professional development, and the advancement of staff at every level in the school.
- 1.3 Continue to engage and develop a strong relationship with the Diocesan Board of Education and promote the vision and Christian ethos of the school so that students are able to pursue faith activities within the school context.
- 1.4 Inspire students and encourage openness, debate, and genuine scholarship in line with our vision and values. Promote an inclusive and supportive culture that encourages every learner to become self-confident and show respect for others.
- 1.5 Ensure that the safeguarding of young people, and their wellbeing, meets all statutory requirements and underpins the ethos and all working practices of the school.
- 1.6 Work with the school leadership team to use a range of school performance information and impact/ outcome measures to identify improvement priorities, evaluate progress and formulate action plans to ensure continued improvement in all aspects of school life.
- 1.7 Oversee the provision of informative reports, policies, and information (including local and national context and comparison data) for the Trust Board to ensure it is well informed and can robustly evaluate the school's performance and carry out its statutory duties.
- 1.8 Be sensitive, informed, and responsive to national and political developments in education. Within a local context, continue to promote the school as a centre of excellence and support other educational institutions as appropriate.

### 2. Learning and Teaching

- 2.1 Ensure that learning and teaching across the school are of the highest quality, ensuring that curriculum models are appropriate, affordable, and effective in each key stage. Celebrate success.
- 2.2 Develop and promote high quality teaching to ensure there is effective learning, high standards of achievement, behaviour, and discipline for all students. Actively supporting those with additional needs and in vulnerable groups to embed an inclusive learning environment.
- 2.3 Work with senior leaders to keep the curriculum under constant review to ensure that it supports innovation in learning and teaching, is a broad and balanced offer, and is delivered in ways that meet the diverse needs of all students.
- 2.4 Promote a culture of high expectations and hold overall responsibility for the monitoring of student progress to ensure expected outcomes are achieved.





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- 2.5 Analyse school performance information so that issues are identified and analysed, and solutions are prioritised and costed effectively to secure sustainable improvements.
- 2.6 Promote and encourage wide-ranging extra-curricular activities and opportunities for all our students to ensure they experience 'life in all its fullness'.

### 3. Resources for learning, finance and effective school administration

- 3.1 Oversee the recruitment, deployment, development, and retention of high quality calibre staff at all levels within the school, ensuring that staff and resources are deployed effectively to achieve our vision and values.
- 3.2 Ensure effective financial systems are in place for the safe and responsible management and monitoring of the school budget; maximising resources, income generation planning and securing value for money in all areas for a sustainable future.
- 3.3 Oversight of the effective use of our school environment (including buildings, digital infrastructure etc.) to ensure that they all meet the need of the curriculum, students and health and safety regulations and other statutory requirements.

### 4. Accountability

- 4.1 Report regularly to governors on the work and progress of the school.
- 4.2 Hold ultimate accountability for the financial management and integrity of the school.
- 4.3 Accountable for all aspects of the day-to-day management of the school and its development, including health and safety requirements on and off the school site and enhancing opportunities for collaborative and/ or new ways of working.
- 4.4 Ensure that communication between the school and the community is effective and appropriate and has a positive impact on learners' achievement and the reputation of the school. This must include maintaining and developing an effective partnership with parents/ guardians/ carers, ensuring they are well informed and engaged in their child's learning experience and progress.
- 4.5 Continue to maintain, promote and develop effective working with the School Council and other student groups.
- 4.6 Lead on developing partnerships and strong relationships with the local community, education, businesses, other partners, and wider organisations to enhance educational provision and optimise opportunities for all learners.
- 4.7 Encourage all stakeholders to provide feedback and take on board ideas, experiences and concerns that can help to further support and improve the school.

*These elements are not exhaustive of the role of the Headteacher. They are intended to provide a broad picture of the range of responsibilities that will be incumbent on the postholder and should be read in conjunction with the Headteacher job description in the most recent school teachers' pay and conditions document.*



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## 9. Person Specification - Headteacher

Qualifications and Experience		
Evidence from application form, formal interview and the references	Essential (E) Desirable (D)	Application – (A) Certificate – (C) Interview – (I) Reference – (R)
Graduate with Qualified Teacher Status (QTS).	E	C, A
Postgraduate qualification.	D	C, A
NPQH.	D	C, A
Successful strategic and creative senior leadership experience within a secondary school.	E	A, I, R
Evidence of providing visible and supportive leadership that fosters a positive work environment through empowering, enabling, motivating and developing others.	E	I
Experience of working with a sixth form.	D	A, I
Evidence of proactively pursuing continued professional development for self and staff as part of a lifelong learning approach.	E	A, I, R
Experience of having secured good and sustained student progress through their leadership of others.	E	A, I, R
Experience of working with church schools.	D	A, I
Safeguarding Students		
Evidence from application form, formal interview and the references	Essential (E) Desirable (D)	Application – (A) Certificate – (C) Interview – (I) Reference – (R)
Current safeguarding training.	E	A, C
Enhanced DBS clearance.	E	C
Ability to demonstrate a commitment to ensuring that all the policies and procedures relating to safeguarding and promoting the welfare of students (including safer recruitment) are implemented fully and rigorously checked.	E	A, I
Evidence of actively maintaining a safe and well-ordered school environment.	E	A, I
Current safer recruitment training.	D	A, C

## Professional Qualities and Knowledge

Evidence from application form, formal interview and the references	Essential (E) Desirable (D)	Application – (A) Certificate – (C) Interview – (I) Reference – (R)
A clear vision of how to take the school forward, building upon existing strengths, and taking all members of staff with them.	E	I
Ability to act in accordance with the school's vision, taking into account the changing nature of education in the 21st century and stimulating innovation and creativity.	E	A, I
A commitment to embrace the Christian ethos of the school and continue to embed the church school values.	E	A, I
A person who understands the distinctive nature of a Church School and will play a key part in the spiritual development of the school and wider community.	E	I
Proven track record of ensuring that curriculum models are appropriate, affordable, and effective in each key stage; school performance issues are identified and analysed, and solutions are prioritised and costed effectively to secure sustainable improvements.	E	A, I
Proven track record of undertaking rigorous and robust self-assessment and evaluation of the quality of teaching, which informs clear, evidence-based action planning to address issues and recognises strength to inform sharing of best practice.	E	A, I, R
Lead by example with integrity, inspiration, resilience and creativity; drawing on their own experience and the skills of staff and governors.	E	I
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.	E	I
Able to further develop our inclusive learning environment, and promote high quality teaching, effective learning, high standards of achievement.	E	I
Ability to provide constructive feedback to staff and students which promotes 'next step' development whilst recognising achievement.	E	I
Clear understanding of the SEND Code of Practice and proven experience of supporting students in overcoming barriers to learning.	D	A, I

## Students and Staff

Evidence from application form, formal interview and the references	Essential (E) Desirable (D)	Application – (A) Certificate – (C) Interview – (I) Reference – (R)
Evidence of commitment to/creating an inclusive learning environment which enables the personal, social, and emotional development of each child in order to optimise learning potential.	E	A, I
Ability to articulate and communicate the school's vision, values and intentions to staff, students, parents/carers/guardians and the wider community and to enthuse them to act collectively to achieve these.	E	I
Work closely with governors in generating and agreeing the strategic intentions for the school.	E	A, I
Demonstrate an inspirational, outcomes-focussed leadership style.	E	I
Act as an ambassador and advocate for the school - inspiring and empowering others, whilst maintaining a high standard of personal integrity and professional conduct.	E	A, I



Students and Staff cont...		
Evidence from application form, formal interview and the references	Essential (E) Desirable (D)	Application – (A) Certificate – (C) Interview – (I) Reference – (R)
Promote an inclusive culture that is underpinned by respect, personal worth and empathy within the school community and in accordance with the Church of England affiliation of the school.	E	I
Generate excitement and enthusiasm about learning within the school as a learning community and inspire all staff and students to produce their best results.	E	I
Systems and Process		
Evidence from application form, formal interview and the references	Essential (E) Desirable (D)	Application – (A) Certificate – (C) Interview – (I) Reference – (R)
Capacity to undertake effective strategic financial and resource management to ensure efficiency and value for money.	E	A, I
Evidence of understanding the impact of budgets, resources, and financial planning on school sustainability.	E	I
Understanding statutory responsibilities and core functions of governance and working alongside an effective Trust Body.	E	A, I
Experience and understanding of management of human and financial resources at senior level.	E	I
Ability to use complex sets of local and national data to understand the strengths and weaknesses of the school.	E	A, I
The Self-Improving School System		
Evidence from application form, formal interview and the references	Essential (E) Desirable (D)	Application – (A) Certificate – (C) Interview – (I) Reference – (R)
Ability to build upon the school's current Ofsted and SIAMS inspection standards.	E	I
Ability to maintain and develop opportunities for partnerships with parents/carers/guardians, other schools and contacts, local churches, businesses and other community groups.	E	I
Ability to maintain and build on existing school links and relationships.	E	I
Successful participation in collaborative partnerships with other schools and academies.		
Evidence of working collaboratively with the Trust Board, and embedding a partnership of 'support and challenge' that supports governors to deliver their functions effectively.	E	A, I
Experience of leading an external inspection, such as OFSTED and SIAMS.	D	A, I

**Ability to demonstrate at interview the following qualities and skills in interacting with staff, governors and students:**

- Self-awareness • Resilience • Confidence to challenge current practices and innovate
- Excellent communication skills • Reflective • Motivator • Compassionate • Strategic thinker
- Strong interpersonal skills • Approachable • Decisiveness • Listener



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## 10. How To Apply

**Closing date: Monday 15 April 2024 (Noon)**

**Interviews: Friday 26 April and Monday 29 April 2024**

**Please apply via the [TES website](#) only.**

Please ensure your application is tailored to our school and demonstrates your impact as a leader.

Applicants should complete the TES application form and submit a letter of application in the supporting statement section explaining how their skills and experience, as stated in the Person Specification, equip them for the responsibilities of this post.

The selection process will involve stakeholder panels, a presentation, and final interview panel. For an informal conversation with the Chair of Governors, please email [s.elderkin@williamfarr.lincs.sch.uk](mailto:s.elderkin@williamfarr.lincs.sch.uk) to arrange this.

Further details will be sent to shortlisted candidates in due course. An appointment will be made subject to satisfactory references, in line with our usual terms and conditions of employment.

## School Visits

We encourage candidates to visit the school, if at all possible, to see for yourself how William Farr is a unique and special place.

Candidates who wish to visit the school should email the Clerk to Governors: [s.elderkin@williamfarr.lincs.sch.uk](mailto:s.elderkin@williamfarr.lincs.sch.uk)

**Visits will take place on:**      **Monday 25 March, 2-3.30pm**  
   **Tuesday 26 March, 4-5pm**

The current Headteacher and a member of the Trust Board will be available to answer any questions.

## Creating an inclusive environment

We are committed to ensuring that inclusion sits at the heart of all we do, and that the more diverse we are in our thinking and our representation, the more ideas we will have, and the better placed we will be to support our students, community, and staff.

We know that women and individuals from ethnically diverse backgrounds are not equitably represented at Headteacher level in schools across the UK. We want to be explicit in our interest in receiving applications from exceptional candidates from all backgrounds.

We hope that the details provided here will allow you to make an informed decision to allow you to pursue your application for this position and continue with the recruitment process.



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## 11. Your Life in Lincolnshire

Discover a host of exciting things to do in Lincolnshire. From rolling countryside with historic market towns and villages, to an award-winning coastline and Britain's Best Small City, there is so much to see and do in this county of contrasts. As the second largest county in England, there is plenty of space to enjoy yourself.

Our school is based in the village of Welton - which is just a few miles from our historic and beautiful cathedral city of Lincoln. Lincoln has lively modern entertainment and a shopping area in the lower part and the historical "Bailgate" uphill area with pubs, cafes, appealing shops and eateries all set in the shadow of Lincoln's Castle and Cathedral. There are two universities: Lincoln University and Bishop Grosseteste University. In recent years, the success of Lincoln City FC has energised local support. There are many attractive villages with active organisations for all ages. Property is relatively inexpensive and local schools have a good reputation.

The east of the county is home to our classic coast - discover miles and miles of natural beaches and coastline, and explore Lincolnshire's coastal nature reserves to see seals, migrating birds and seasonal murmurations. Skegness, Mablethorpe, Cleethorpes and Sutton-on-Sea are part of our traditional coastal towns and villages, and all have met Blue Flag standards for cleanliness and been ranked amongst the best beaches in the world.

Running north and south through our county, the Lincolnshire Wolds provide delightful, secluded walks or cycle rides. So if you are in a car, on a bike or on foot, you can enjoy a more relaxed pace of life.

With lots of major transport links into and around the county, Lincolnshire is closer to many major cities than you think, and we have two major airports within 50 miles of Lincoln.

