



Attribute/ Skill	Essential	Desirable	Training given
QTS and previous experience teaching EYFS.	X		
Ability to plan and develop high quality physical provision, being innovative in the way you source and materials to create an inviting and stimulating space for learning.	X		
Be skilled in modelling language, engaging children in conversation and developing oracy in all children but especially those who start school with a deficit.	X		
Be able to plan EYFS curriculum and daily lessons and have an understanding of the importance of foundational knowledge in preparing children for KS1.	X		
Previous experience in teaching in KS1		X	
Have a warm caring approach that is matched equally with a determination and drive to ensure children achieve the best they can.	X		
Have an understanding of the barriers SEND can present and practical experience of working with children and families overcome behaviour and learning challenges.		X	
Have experience of delivering a phonics scheme with fidelity.	X		
Experience of delivering Read Write Inc Phonics.			X
Have experience of delivering teacher led number and early writing. Be able to plan ways for these skills to be developed in the wider provision.	X		
Is able to line manage teaching assistants effectively. Ensuring that they meet pupil's need through high quality dialogue and questioning. Ensure teaching assistants are well informed about all the class room routines and systems you wish to implement	X		

Be able to communicate clearly and effectively with children, carers and other staff.	X		
Be able to write letters, SEND plans, assessments and reports in clear well organised and accurate standard English.	X		
Enjoy working outside, have a genuine belief in the benefit of outdoor learning. Be keen to embrace the opportunities and challenges the different seasons present to an EYFS teacher.	X		
Have the energy, drive and professional pride to develop out door provision with a high degree of independence. To be able to articulate an exciting vision of how you would improve existing provision in the coming year.	X		
Provide really inspirational role play environments that drive the acquisition of oracy and number.	X		
Have a good working knowledge of EYFS early learning goals, 'good level of development' indicators and ways of assessing.		X	
Be adaptable and able to manage last minute change in a calm unflustered way.	X		
Be able to support the Christian vision (Mrs Mary King's School) being comfortable participating in and delivering collective worship.		X	
Be able to take on board constructive feedback and be open to making improvements. Have a desire to engage in ongoing CPD to become the best practitioner you can be.	X		
DBS	X		

## Background Information

Walcott and Mrs Mary King's Schools are part of one of the longest formal collaborations in Lincolnshire starting in 2004. They have worked closely since that point and have shared the same headteacher since 2011. There is a long history of stable staffing with a low turnover so these positions are a rare opportunity. The Governors have sought to ensure the schools continue as 'maintained' and there are no current plans to academise.

Both schools were judged as 'good' at their last inspection in 2023, we are now mid cycle and working towards the next inspection point.

The schools currently have a similar number of children on role; around 86. The schools are both Victorian buildings which have been extended and developed over time. Walcott doesn't have a hall on site but has use of the village hall in a 'chance to share' arrangement. The village hall has PE equipment and stage so which we are able to use on set days in the week. Walcott has compact grounds which are easily accessed from the main building, with maturing woodland that we use for Forest School. In the summer months children use the field and woodland for most breaktimes.

Mrs Mary King's has a hall on site and slightly more classroom space, it also has an extensive site extending well beyond the school's immediate boundaries. This includes a large field leading to mature woodland, a further playing field used by the community and another field that the school has planted as a woodland / nature reserve.

Both schools are currently structured in the same way:

There are Assistant Headteachers at both sites and a Headteacher who divides his time between the two schools.

Class structure

Class 1 EYFS

Class 2 Y1 / Y2

Class 3 Y3 / Y4

Class 4 Y5 / Y6

The maximum EYFS class size is 15 children but may be smaller in 2026.

All classes have teaching assistants although some of these are primary to work with children with EHCPs. Walcott currently has six children with EHCPs, whilst Mrs Mary King's has none. Historically Mrs Mary King's has averaged three EHCPs so the current situation is unusual. Both schools have had higher than average number

of children with SEND and as a result we have a non-teaching SENDCO for four days a week across the two sites. Ms Edward's or SENDCO is also a qualified play therapist and able to deliver a range of counselling types. Both schools benefit from access to professional grief and loss counselling from CASY, meaning that children can usually access support much more quickly than other routes.

Both schools have a good reputation for their EYFS provision and this has been crucial to maintaining the number on role despite a falling birth rate. At Mrs Mary King's we are landlords to the Tim Tins nursery which feeds the school. At Walcott we have good links with the popular Manor Barn nursery which is close by in the village.

Both schools serve very varied communities with children coming from wealthy professional families, a significant RAF community, through to significant deprivation. This area of Lincolnshire is attractive to people from London and the South wishing to find cheap rural housing, in the last year Walcott has had over 10% mobility with a significant number of mid-year transfers from other local schools.

There remains one EYFS teacher who works three days at Walcott, the part time role is very likely to be based at Walcott to share the class with this teacher. The full-time role is likely to be based at Mrs Mary King's. This will depend upon the skills and experience of the successful candidate and consultation with the existing staff member.

Both these posts are initially for one year but there is potential for them to become permanent or extended on a fixed term depending on the future numbers on role and any other changes to staff structure.

**Visits to schools are welcomed.**

Visits to one or both schools can be arranged by emailing:

[enquiries@walcott.lincs.sch.uk](mailto:enquiries@walcott.lincs.sch.uk) or

[enquiries@mrsmarykings.lincs.sch.uk](mailto:enquiries@mrsmarykings.lincs.sch.uk)