



SHEREDES PRIMARY AND NURSERY SCHOOL

Headteacher Recruitment Pack



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WELCOME FROM THE CHAIR OF GOVERNORS

Dear Applicant,

Thank you for your interest in the Headteacher role at Sheredes Primary & Nursery. I hope you find this information pack a useful introduction to our amazing school.

Our wonderful Headteacher is retiring after 24 years of dedicated service here. Our Headteacher leaves our school with a very stable staff, a healthy budget and three back-to-back OFSTED “Outstanding” ratings. We are looking to recruit an exceptional Headteacher to drive and advance our school’s outstanding standards and provision.

We are a school passionate about education; our core purpose is to develop a child’s confidence, all round ability and unique talents. Our staff are dedicated and forward thinking and both children and adults enjoy working in a friendly, calm and purposeful environment.

Sheredes Primary & Nursery is situated on an extensive site in a residential area of Hoddesdon, surrounded by mature woodland. We have wide ranging facilities including two halls, an ICT suite and a specialist music room. Outside, there is a large playing field, adventure playground and our own woodland area and pond.

The Governors are proud to be part of an Outstanding school. We believe that a key part of this success is the strong links and relationships that have been developed between staff, pupils, parents and the broader school community.

The successful candidate will have the passion and drive to take an already Outstanding school, keep it at the top of its game and yet add to it in your own way.

We are proud that our school continues to have a rich, broad, balanced, bespoke and relevant curriculum. We are looking for a Headteacher who will embrace our rich range of curricular and extra-curricular activities whilst also not being afraid to add their own stamp on the school.

The closing date for applications is 14 April 2025. For further information about our school, please visit our website at <https://sheredesprimary.herts.sch.uk/>.

If you wish to discuss the role, please contact Chair of Governors, Natalie Knight-Wickens via the school office email admin@sheredesprimary.herts.sch.uk to arrange a time to speak with her.

We would encourage interested applicants to visit the school, please contact admin@sheredesprimary.herts.sch.uk or 01992 465 154 to arrange a time to tour the school.

Thank you for your interest in Sheredes Primary & Nursery. We wish you the best with your application and look forward to meeting you.
Best regards

Natalie Knight-Wickens



Chair of Governors



SCHOOL STATISTICS

Type of school:
Community School

Age Range
3-11 Yrs

Number
on Roll:
460



Outstanding
March 2023

Quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

EAL
8%

SEND
15%

FSM
9%

**Pupil
Premium**
9%



ABOUT OUR SCHOOL

Sheredes Primary and Nursery School is a welcoming and vibrant primary school, catering to children aged 3 to 11. Originally two separate schools, the junior school and infant schools merged in 1986 to form the current school, which is situated in a peaceful residential area, easily accessible from the A10 and M25. The beautiful, expansive site is surrounded by mature trees and includes a variety of outdoor spaces, such as a large playing field, two netball courts, three playgrounds, and an attractive garden courtyard. The school is also home to its own woodland area, pond, and adventure play apparatus, offering a rich environment for children to explore and learn. Additionally, an independent pre-school operates on our grounds.

The school is housed in two buildings: the Lower Building and the Upper Building. The spacious classrooms are well-equipped with modern resources, including interactive whiteboards, visualisers, and mobile computer suites with laptops and iPads. We also have a specialist music room, as well as a large central library, computing suite, and multiple facilities to support various learning needs. Our Foundation Stage classrooms and pre-school benefit from canopies, ensuring a comfortable environment for the youngest learners.

Sheredes Primary serves a wide catchment area, with pupils attending from beyond the town of Hoddesdon. Since the completion of building works in 2008, the school has expanded to accommodate two classes per year group, with an additional 60-place nursery. The school is well-regarded in the community, and many year groups are oversubscribed. We aim to maintain class sizes of 30 or fewer, ensuring that every child receives individual attention.

A wide range of extra-curricular activities are offered, including choir, orchestra, art, yoga, netball, and football; with teams regularly competing in inter-school sports. Additionally, we provide a rich language curriculum including French, Spanish and German. We have strong links with Scuola Italia Broxbourne, offering Italian classes for Years 1 to 6 and Latin is offered as a club to Year 6.

We value strong links with parents and the wider community. Parents are actively involved in the life of the school, offering support in the classroom and participating in community events such as fundraising initiatives. The school is supported by an enthusiastic and dedicated Parent Association, Friends of Sheredes School (F.O.S.S.), which plays an important role in organising events and fostering a sense of community.

For working parents, we offer excellent Out of School Day Care, with both a Breakfast Club and After School Club, known as Jousters at Sheredes. We are proud of the close-knit, supportive atmosphere within the school.



OUR SCHOOL ETHOS

“ We believe ours is a happy, caring school in which each and every member of the school community is valued and respected by every other member.
We are committed to developing the attributes of kindness, confidence, resilience and fearlessness.

We believe children learn best in a calm, purposeful atmosphere and we believe in creating a stimulating, organised learning environment in which every child is encouraged to realise his or her potential. The endeavours of all children are valued, and achievements are celebrated and shared. We believe in setting high standards in every aspect of school life, for example, presentation of work, dress, manners, speech, and attitudes to others and work.



”



OUR SCHOOL AIMS

Our purpose is to help children develop confidence, skills, and unique talents to their fullest potential. To achieve this, we aim to:

- Value each child as an individual, fostering confidence and self-esteem to inspire them to excel for themselves and the school community.
- Teach a rich, balanced, and relevant curriculum that develops learning skills and knowledge of the world.
- Encourage curiosity, critical thinking, problem-solving, and independent learning.
- Cultivate respect for others' rights, beliefs, and the environment, shaping responsible, informed, and active citizens.
- Provide a secure, stimulating environment that motivates and engages children in their learning.
- Expand learning opportunities by introducing new and enriching experiences.



OUR NEW HEADTEACHER WILL:

- **Inspire and motivate** both staff and children, ensuring everyone strives to achieve their best while maintaining a healthy balance to prevent burnout.
- **Empower and support the teaching staff**, fostering a collaborative environment where everyone thrives and feels valued.
- **Sustain enthusiasm and passion for learning**, ensuring that both staff and children remain energized without feeling overwhelmed.
- **Embrace technological advancements** to enhance school operations and improving efficiency and communication.
- **Be open-minded and adaptable**, welcoming new ideas and changes while maintaining high standards and expectations for both staff and children.
- **Establish strong lines of communication** with parents, staff, and the wider community, ensuring transparency and fostering trust.
- **Prioritise the welfare of staff and children**, creating a supportive and caring environment for all.
- **Advocate for inclusive education**, ensuring children with diverse needs, including those requiring extra help, receive the support they need to succeed.
- **Be visible, approachable, and empathetic**, always willing to listen to the concerns and needs of parents, staff, and children.
- **Work closely with the school governors**, building strong relationships to drive school improvement and achieve collective goals.



WE CAN OFFER:

- **High expectations and exceptional standards:** An experienced, forward-thinking and enthusiastic staff team committed to maintaining high standards in teaching and learning.
- **Commitment to staff development:** Continuous professional learning and tailored opportunities.
- **A rich, broad and balanced curriculum:** A diverse and relevant curriculum, complemented by strong extracurricular provision.
- **Strong staff welfare:** A school that prioritises the well-being of staff and children with strong safeguarding practices.
- **Supportive governors:** Forward-thinking governors who work closely with leadership to drive success and high standards.
- **Outstanding learning environment:** Beautiful grounds and purpose-built facilities, including a music room and kiln room, enhancing the learning experience.
- **Strong community links:** Positive relationships with local organisations, including religious leaders and community partners.
- **Recognised excellence:** Multiple awards, including Primary Science Quality Award, School Games Mark, and International Schools Award.
- **A culture of integrity:** Children who take pride in their work, exhibit exemplary behavior, and are eager to learn and improve.



PERSON SPECIFICATION

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they meet the initial essential criteria under qualifications, knowledge and experience.

It is important to provide examples using the STAR acronym (situation, task, action, result) relating to the person specification criteria.

		Essential/ Desirable	Application form	Assessment stage
Qualifications, knowledge and experience:	Degree and qualified teacher status	E	✓	✓
	Experience of working with/teaching in Early Years Foundation Stage/ KS1/ KS2	E	✓	✓
	Recent successful leadership experience as a Headteacher, Deputy headteacher, Assistant headteacher or School Improvement Lead.	E	✓	✓
	Thorough understanding of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care.	E	✓	✓
	Experience of leading safeguarding in a school.	D	✓	
School culture:	Demonstrates an awareness of the wider education context.	E	✓	✓
	Ability to articulate a clear vision for the future and provide strategic direction for staff, pupils and the community.	E	✓	✓
	Proven record of inspiring, enabling and motivating others, promoting positive and respectful relationships across the school.	E	✓	✓
	Ensures a culture of high staff professionalism, holds others to account.	E		✓
	Upholds ambitious educational standards for all pupils.	E		✓



		Essential/ Desirable	Application form	Assessment stage
Teaching, curriculum & assessment:	Clear understanding of the curriculum and how to ensure this can be effectively accessed by all.	E		✓
	Reviews and monitors progress against agreed, measurable targets.	E		✓
	Absolute commitment to inclusion and to ambitious expectations for all pupils including those with SEND and higher attainers.	E	✓	✓
	Knowledge and experience of working with children with SEND across the primary phase.	E	✓	✓
	Able to understand the needs of children with challenging behaviours and develop strategies to successfully manage this.	E	✓	✓
	Experience of deploying and managing staff to deliver effective outcomes.	E	✓	✓
Professional development:	Evidence of appropriate and recent professional career development for the role of headteacher.	E	✓	
	Has successfully undertaken approved safer recruitment training.	D	✓	
	Commitment to prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school.	E	✓	✓
	Successful track record of developing staff through effective performance management.	D		✓
Organisational management/ continuous school improvement:	Have had active involvement in effective school self-evaluation and development planning.	D	✓	✓
	Have had responsibility for whole school policy development and implementation.	D		✓
	Experience of leading change effectively and successfully.	E	✓	✓
	Clear commitment to promoting health and safety and the wellbeing of children and staff.	E		✓
	Ability to review and analyse key data to develop evidence-informed strategies for school improvement.	E	✓	✓



		Essential/ Desirable	Application form	Assessment stage
Working in partnership/ Governance & accountability:	Experience of working with stakeholders including governors, school improvement partners, other schools and organisations to improve outcomes for pupils.	E	✓	✓
	Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility.	E		✓
	Experience of managing school finances effectively, understanding their contribution to school development and pupil outcomes.	D	✓	
	Able to assimilate and manage financial and other data to achieve sound financial decision-making.	E		✓
Personal Qualities/ Ethics and professional conduct:	Passion for education, coupled with ability and enthusiasm to see every child fulfil their potential.	E		✓
	Excellent communication skills, including written communication and good use of technology to communicate with staff and parents.	E	✓	✓
	Visible and approachable, empathetic and enjoys engaging and inspiring children and others.	E		✓
	Adaptable leadership style, 'hands on' when required, balanced with knowing when to delegate.	E		✓
	Capacity for sustained hard work with energy and enthusiasm whilst maintaining a work/life balance.	E	✓	✓
	Able to take a dynamic approach to the changing needs of the school population.	E		✓
	Demonstrates consistently high standards of principled and professional conduct both within and outside school, upholding the Seven Principles of Public Life at all times.	E		✓
	Upholds fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.	E		✓
	Visible, approachable with the ability to listen to and respond to parents in a timely manner.	E	✓	



JOB DESCRIPTION

The headteacher has overall responsibility for providing leadership to the school to secure its success and continuous improvement, ensuring high quality education for all its pupils and improved standards of teaching, and learning in line with statutory requirements.

To gain this success, the headteacher must:

- Demonstrate consistently high standards of principled and professional conduct both within and outside school.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Always serve in the best interests of the school's pupils.
- Establish high quality education by effectively managing teaching and learning to realise the potential of all pupils.
- Forge a compelling vision to guide the school to its next stage of development.
- Develop a strategy with our community and other schools to provide clear educational pathways for our pupils as they grow older.
- Ensure sustainable growth and financial security for the school.

Appointment is subject to the current conditions of employment of headteachers, contained in the School Teachers' Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.



SECTION 1: ETHICS & PROFESSIONAL CONDUCT

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers should uphold and demonstrate the Seven Principles of Public Life at all times:

***SELFLESSNESS, INTEGRITY, OBJECTIVITY, ACCOUNTABILITY,
OPENNESS, HONESTY, LEADERSHIP.***

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour both within and outside school:

- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.

As leaders of their school community and profession, headteachers:

- Serve in the best interests of the school's pupils.
- Uphold their obligation to give account and accept responsibility.
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- Take responsibility for their own continued professional development, engaging critically with educational research.
- Make a positive contribution to the wider education system.



SECTION 2: HEADTEACHERS' STANDARDS

Main purpose:

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

Teaching:

- Establish and sustain high-quality, expert teaching across all subjects and phases.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.

Curriculum & Assessment:

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

Behaviour:

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



SECTION 2: HEADTEACHERS' STANDARDS

Additional SEN & Disabilities:

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

Professional Development:

- Ensure staff have access to professional development opportunities, aligned to balance the priorities of whole-school improvement, team, and individual needs.
- Prioritise the professional development of staff, which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school.

Organisational Management:

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

Continuous School Improvement:

- Make use of effective processes of evaluation to identify and analyse problems and barriers which limit school effectiveness and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.



SECTION 2: HEADTEACHERS' STANDARDS

Working in Partnership:

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

Governance and Accountability:

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





IMPORTANT INFORMATION

Pay range:	£73,539 - £88,150 (Fringe) L16-L24
Start date:	September 2025
Closing date:	Monday 14 th April at 9AM
Shortlisting date:	Tuesday 22 nd April
Interview date:	Monday 28 th April
Visits to the school:	<p>If you wish to discuss the role, please contact Chair of Governors, Natalie Knight-Wickens via the school office email admin@sheredesprimary.herts.sch.uk to arrange convenient time.</p> <p>We would encourage interested applicants to visit the school, please contact admin@sheredesprimary.herts.sch.uk or 01992 465 154 to arrange a time to tour the school.</p>
School website:	www.sheredesprimary.herts.sch.uk
School address:	Benford Road, Hoddesdon, Hertfordshire EN11 8LL

Sheredes Primary School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check as well as other pre-appointment checks, including an online check, as outlined in Keeping Children Safe in Education (September 2024).

To help us meet our high standards and aspirations of a fully diverse and inclusive workplace, we strongly encourage suitably qualified applicants from all backgrounds to apply and to join us.



APPLICATION PROCESS

How to apply

This recruitment is managed by HFL Education, in line with the latest guidance on safer recruitment. Please apply on the Teach in Herts website, using the standard online application form. CVs will not be considered. Should you need support, please contact leadership.recruitment@hfleducation.org. Please ask us if you require information about this vacancy in an alternative format.

Application Form

Applicants must use the standard application form provided (CVs are not accepted). Please complete all aspects of the form fully. Include your full work history, explaining any gaps since leaving school education, and include any relevant training you have completed, particularly those in recent years which have helped to prepare you for headship.

Person Specification and Personal Statement

When writing your personal statement, it is important you address each of the requirements in the person specification. Be sure to evidence additional aspects such as training and qualifications together with your background and experience.

References

In line with safer recruitment guidance, we normally request references after shortlisting. Please make sure your referees are aware of your application and are able to provide a swift turn around if needed. Preferred referees are your last two employers, and you should provide their official organisation email address for us to contact. One referee will be your last Headteacher or Chair of Governors.





SHEREDES PRIMARY SCHOOL

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