



Headteacher Recruitment Pack



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WELCOME FROM THE CO-CHAIRS OF GOVERNORS

Dear Applicant,

Thank you for your interest in the Headteacher role at Eastbury Farm Primary School; we hope you find this information pack a useful introduction to our school.

Having joined our school three years ago, our current Headteacher is retiring, following 13 years as a Headteacher in primary education.

We are looking for a new Headteacher who is enthusiastic and driven to lead the school forward while taking the staff, children and parents with them on this exciting journey in strengthening and securing the whole of our curriculum in line with the high expectations set by our senior leaders and governors. Eastbury Farm is a school where you can make real impact. We encourage you to read the rest of this pack to see if this is the opportunity for you.

Set in an affluent, suburban residential area of Northwood on the edge of Hertfordshire and bordering the London Borough of Hillingdon, Eastbury Farm is a 1½-form-entry school offering three mixed-age classes per Phase (KS1, lower KS2 and Upper KS2) from Years 1 to 6. Our two reception classes are made up of a total 45 children; we also run a 30-place all-day nursery.

We are proud to see ourselves as a truly inclusive school, educating and caring for pupils from a range of family backgrounds from the surrounding area, including Northwood, Three Rivers and Hillingdon. Our school community is close and strong and this is evident in the real family feel to our setting.

Our children are individuals who are nurtured, encouraged and, at the same time, challenged to make the very best of themselves; we want them to leave Eastbury Farm feeling fully equipped for the next stage of their education and indeed their lives outside of school. As our Headteacher has said: *Together we can empower our children to be confident, successful, resilient and responsible citizens of tomorrow.*

We have a highly motivated and committed staff team, combining experience and teachers and support staff early in their careers. Our parents are fully supportive and engaged, contributing to a strong and generous Parent Association – EFSA – which is invaluable in helping us raise much-needed funds for the school.

Behaviour – both individual and towards others – is a great strength at Eastbury Farm and we are often congratulated on this by visitors to the school and when the children are on off-site visits. Our extensive grounds allow us to use the outside spaces to support learning and our curriculum. We want our children to be excited about their lessons and to reach their full potential through engagement, curiosity and motivation.

We set great store by our School Values and each month the children will focus on a particular value and use this within the curriculum and during the school day generally to help develop their emotional, social and ethical abilities; for example, our focus values for April and May are Gratitude and Tolerance.

Our last full Ofsted inspection in 2018 graded us as Good with Outstanding features. Our ungraded inspection in February 2024 confirmed Eastbury Farm as continuing to be a good school. We believe our strengths lie within our rich and engaging curriculum, particularly in Maths and English; our ability to ensure every child gets the help they need to thrive and be safe; and our strong and committed staff.

The closing date for applications is Wednesday 7 May, with interviews scheduled for Thursday 22 May. For further information about our school, please visit our website at: www.eastburyfarm.herts.sch.uk We are delighted you see Eastbury Farm as a school where you can make an impact. If you wish to discuss the role, please contact sarah.rickayzen@eastburyfarm.herts.sch.uk.

We would also encourage interested applicants to visit us. To make an appointment, please contact Sarah as above or via the school office on 01923 824543.

Thank you for your interest in Eastbury Farm Primary School. We wish you the best with your application and look forward to meeting you.

Yours sincerely,

Sarah Rickayzen and Harsimran Singh

Co-chairs of Governors



ABOUT OUR SCHOOL

Eastbury Farm Primary School is a special place where both pupils and staff can thrive academically, socially and emotionally.

- **Family Atmosphere:** Our school is known for its close-knit, family-like environment. Small class sizes and a strong sense of community create a warm and supportive atmosphere.
- **Experienced Staff:** We have a highly experienced and dedicated team of teachers and support staff. Many of our staff members have been with the school for a long time, providing stability and continuity for our pupils.
- **Mixed-Age Teaching:** Our approach to mixed-age teaching allows for more personalised learning experiences. Pupils benefit from the continuity of having the same teacher for two years, which helps build strong relationships and a deep understanding of each child's needs.
- **Strong Parental Involvement:** We have an active and supportive parent association that raises significant funds for the school. This involvement helps enhance the educational experience for our pupils and fosters a strong partnership between the school and families.
- **Commitment to SEND Support:** Our school is dedicated to providing excellent support for pupils with Special Educational Needs and Disabilities (SEND). We have a robust system in place to ensure that all pupils receive the support they need to thrive.
- **Professional Development:** We prioritise the continuous professional development of our staff. Regular CPD opportunities, well-being days and leadership activities are provided to help staff grow and develop in their roles.
- **Community Links:** Our strong connections with the local community include partnerships with nearby Emmanuel Church and neighbouring private schools. These links provide valuable opportunities for joint activities and events, particularly in sports and STEM.
- **Financial Stability:** We are lucky to have an experienced Business Manager who, along with the Headteacher and Governing Board, ensures that our school maintains a strong financial position and can invest in the best possible experiences for our pupils.
- **Focus on Values:** We place a strong emphasis on core values, which are integrated into our curriculum and daily activities, helping to shape the behaviour and attitudes of our pupils.
- **Innovative Curriculum:** Our curriculum is designed to be engaging and challenging, with a focus on developing well-rounded individuals. We aim to make all our subject leaders experts in their fields, ensuring high-quality education from Early Years through to Year Six.



KEY FACTS & STATISTICS



Rated **Good**
May 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early Years provision	Good

Ungraded inspection **February 2024**:
Eastbury Farm Primary School
continues to be a **good** school.

Type of school:

Community school

Age Range

3-11 Yrs

Number
on Roll

345



Children with EAL
33%

Children with SEND
11%

Service Children
(Northwood HQ NATO base)
8%

Children with FSM
7%

OUR MISSION & VALUES

“ Nurturing and developing
our children for the future ”

Our vision is for children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

Our Vision Statement, Ethos and Values are collaboratively rewritten every 5 years and directly influence our annual School Improvement Plan.

Each month children focus on one of our core values, and we are proud of how these are reflected in behaviour and expectations throughout the school.



OUR NEW HEADTEACHER

We are seeking a dynamic and confident Headteacher with the vision and drive to lead the school going forward, while respecting established practices that work well. The ideal candidate will have excellent communication skills and a proven record of inspiring, enabling and motivating others, enabling them to promote positive and respectful relationships across the school.

Here are some qualities and skills we are looking for:

- **Leadership and Vision:** The new Headteacher should have a clear vision for the future of the school and the ability to inspire and motivate staff, pupils, and the wider community. They should be strategic thinkers, capable of setting and achieving long-term goals.
- **Collaboration and Teamwork:** Given our experienced Senior Leadership Team (SLT), the Headteacher must be able to work collaboratively, valuing the input and expertise of others while also being assertive and confident in their leadership.
- **Communication Skills:** Effective communication is key. The Headteacher should be able to articulate their vision and decisions clearly and confidently to all stakeholders, including staff, parents, governors and the local community.
- **Resilience and Robustness:** The role requires someone who can handle challenging situations and conversations with confidence and resilience, addressing any issues that arise with a calm and composed approach.
- **Empathy and Relationship Building:** Building strong, positive relationships with pupils, staff and parents is essential. The Headteacher should be approachable, empathetic and skilled in fostering a supportive and inclusive school culture.
- **Commitment to Development:** A dedication to the continuous professional development of all staff, including our new Headteacher, is important to us. The Headteacher should support and encourage staff growth, providing opportunities for all.
- **Flexibility and Adaptability:** The ability to adapt to changing circumstances and needs is crucial. The Headteacher must be able to hold others to account whilst championing staff and pupil well-being.
- **Financial Acumen:** Our new Headteacher must have an understanding of school finances and be able to work well with Governors and our experienced Business Manager to maintain our school's financial stability.
- **Community Engagement:** The Headteacher should actively engage with the local community, maintaining and developing partnerships with local organisations and other schools.

WHAT WE CAN OFFER

As the new Headteacher of Eastbury Farm Primary School, you will be part of a supportive, dynamic and forward-thinking community that values professional growth, well-being, and collaboration.

Eastbury Farm Primary School offers a range of benefits and opportunities for all our staff:

- 1. Professional Development:** We are committed to the continuous professional growth of our staff. Regular CPD opportunities, leadership activities and well-being days are provided to help staff develop their skills and advance in their careers.
- 2. Supportive Environment:** Our school fosters a collaborative and supportive working environment. Staff are encouraged to share ideas, work together and support each other, creating a positive and inclusive culture.
- 3. Flexibility:** We understand the importance of work-life balance and offer flexible working arrangements where possible. Requests for time out are considered sympathetically and we support staff in managing their personal and professional commitments.
- 4. Well-being Focus:** We prioritise the well-being of our staff, providing resources and activities to promote mental and physical health. This includes well-being days and opportunities for staff to participate in leadership activities that contribute to their overall development.
- 5. Financial Stability:** Our school is well-managed financially, ensuring that resources are allocated effectively to support both staff and pupils. This financial stability allows us to invest in the best possible educational experiences and professional development opportunities.
- 6. Inclusive Culture:** We are committed to creating an inclusive and welcoming environment for all staff. Our school values diversity and promotes equality, ensuring that everyone feels valued and supported.
- 7. Experienced Team:** Staff at Eastbury Farm Primary School benefit from working with a highly experienced and dedicated team. This provides opportunities for mentorship, collaboration and shared learning.
- 8. Positive Learning Environment:** We strive to create a positive learning environment for both staff and pupils. This includes fostering a culture of continuous improvement, innovation and high standards in education.

We look forward to welcoming a new Headteacher who shares our commitment to excellence and community spirit.



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 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		✓
	Demonstrates an awareness of the educational context at Eastbury Farm Primary School and has skills and experience aligned to meet challenges and opportunities within our setting.	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.	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.	E	✓	
	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.	E		✓
Organisational management/ continuous school improvement:	Have had active involvement in effective school self-evaluation and development planning.	E	✓	✓
	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.	D	✓	✓
	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.	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.	E		✓
	Able to take a dynamic approach to the changing needs of the school population.	E		✓
	Demonstrate a sympathetic and proactive attitude towards sustainability across the school.	E		✓
	Demonstrates consistently high standards of principled and professional conduct both within and outside school, upholding the <u>Seven Principles of Public Life</u> 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		✓

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.

The post holder is expected to have regard to the [National Standards of Excellence for Headteachers](#) at all times, as detailed below:



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.

Additional & special educational needs:

- 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.

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.

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:	L18-L24 (£77,051-£88,150)
Start date:	September 2025/ January 2026
Closing date:	Wednesday 7 th May, 09:00
Shortlisting date:	Wednesday 14 th May
Interview date:	Thursday 22 nd May
Visits to the school:	To make an appointment please contact Sarah Rickayzen, Co-Chair of Governors, via the school office on 01923 824543 or email: sarah.rickayzen@eastburyfarm.herts.sch.uk
School website:	www.eastburyfarm.herts.sch.uk
School address:	Bishops Avenue, Northwood, HA6 3DG

Eastbury Farm Primary School 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.



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