

Spellbrook Church of England Primary School

Headteacher Recruitment Pack



HFL

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WELCOME FROM THE CHAIR OF GOVERNORS

Dear Prospective Applicant,

Thank you for your interest in the post of Headteacher at Spellbrook Church of England Primary School. Located between Bishops Stortford and Sawbridgeworth, we are the Church School for the Parish of Sawbridgeworth, working closely with Great St Mary's Church.

Our experienced staff are committed to providing a stimulating and comprehensive experience where children can develop a love of learning and learn to build strong relationships.

Our mission statement, "In everything – In every circumstance - do to others as you would have them do to you" supports children to flourish and reach their full potential, ensuring that everybody is a valued member of the Spellbrook School family.

We are a school that has a strong sense of community where pupils, staff, parents and governors work with the aim to make the school the best that it can be. We pride ourselves on our caring, Christian culture where everyone works collaboratively.

We are looking for a dedicated and forward-thinking leader who will continue to develop these relationships while being a role model to the children and the staff, an effective partner with the governors and an active communicator with parents, local schools and the local community.

The recruitment information pack provides more detail on our school and its background and, together with our website, will give you an insight into who we are, our ethos and values, and our achievements, as well as the job description and person specification.

On behalf of our whole school community - children, parents and carers, staff and governors - thank you for your interest, and we look forward to hearing from you should you choose to move forward in this application process.

We would welcome you to visit our school before applying, please contact Sharon Freeborn, School Business Manager on 01279 723204 or email sbm@spellbrook.herts.sch.uk.

Kind regards,

Warren Hasty

Chair of Governors

KEY FACTS & STATISTICS

Type of school:
Church of England VC
maintained school

Age Range:
4-11 Yrs

Number on Roll:
115



November
2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good



SIAMS: Good
Date: May 2024

EAL
12%

SEND
20%

FSM
19%

Pupil
Premium
19%

ABOUT OUR SCHOOL

Situated between Bishops Stortford and Sawbridgeworth, Spellbrook Primary School is a small, friendly Church of England VC school with a rich history and a strong sense of community. Established in 1891, we are proud of our heritage and the values that continue to shape our school today. With a maximum roll of 120 pupils and four mixed-age classes, we offer a nurturing environment where every child is known, supported, and encouraged to thrive.

We are fortunate to be set in beautiful, spacious grounds that enhance our curriculum and provide rich opportunities for outdoor learning. Our facilities include a woodland area with a learning hut, a wildflower meadow with an activity path, a large playing field, and a Multi Use Games Area (MUGA) with an all-weather surface. Each classroom also benefits from its own outdoor space, supporting a dynamic and engaging learning environment.

Our vision is to be an inclusive learning community where everyone strives for excellence within a Christian environment. Christian values are at the heart of everything we do, guiding our relationships, our curriculum, and our aspirations. We enjoy a close relationship with Great St. Mary's Church in Sawbridgeworth, and our local vicar plays an active role in school life as a member of our governing body. Daily Collective Worship, regular church services and a two-year cycle of Christian values help to embed our ethos throughout the school community.

Spellbrook Primary is proud to be part of the Envision Partnership—a collaborative network of local primary schools working together to share expertise and improve outcomes for all children. This partnership strengthens our commitment to continuous improvement and professional development.

Our dedicated staff, supportive families, and enthusiastic pupils create a vibrant and inclusive school community. At Spellbrook, we aim to inspire a love of learning, celebrate every individual, and prepare our children for life in all its fullness. We are united by a shared purpose: to help every child flourish in love and learning, and to grow into confident, capable individuals ready to make a positive contribution to the world.



OUR VISION AND VALUES

“**Flourishing in love
and learning**”



At Spellbrook Primary School, we aspire to create a welcoming and inclusive learning environment where every individual is encouraged to achieve their full potential, guided by Christian values.

OUR MISSION STATEMENT



The Golden Rule

*"In everything - in every circumstance
- do to others as you would
have them do to you."*

Matthew 7:12

OUR NEW HEADTEACHER



WHAT WE CAN OFFER

- **A visible and approachable leader** who engages daily with pupils, staff, and families.
 - **A strategic thinker** with high expectations and a drive for improvement.
 - **A strong communicator** who listens, includes all staff, and values teamwork.
 - **A supportive mentor** to encourage CPD and champion staff development.
 - **A unifying presence** who builds a positive, respectful school culture.
 - **A values-driven leader** who lives and promotes our Christian ethos.
 - **A calm, resilient professional** who handles challenges with clarity and care.
 - **A wellbeing advocate** who supports staff and pupils and seeks solutions.
- **A dedicated and experienced staff team** committed to continuous improvement and pupil success.
 - **A supportive governing body** that values collaboration and open communication.
 - **A warm, inclusive school community** with strong relationships between staff, pupils, and families.
 - **A well-established Christian ethos** and close links with Great St. Mary's Church.
 - **A strong partnership network** through the Envision collaboration of local schools.
 - **High levels of pupil engagement** and a culture of high expectations.
 - **A positive, respectful working environment** where wellbeing is a shared priority.
 - **Beautiful outdoor learning spaces** - including woodland, meadow and a MUGA.

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

School Culture:

- 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 & 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.

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



PERSON SPECIFICATION

A candidate will only be considered for shortlisting and move forward if they meet the **initial essential and desired criteria identified below**. It is important to provide examples using the **STAR acronym** (situation, task, action, result) relating to the person specification criteria.

		Essential/ Desired
Qualifications, knowledge & 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
School culture	Visible, accessible, and approachable to all staff, providing proactive well-being support and fostering a positive school environment with a whole-school ethos.	E
	Readiness to engage with church community and to articulate the vision of a church school	D
Teaching, curriculum & assessment	A clear understanding of a broad, balanced, and engaging curriculum and how this can be tailored to the needs of all learners at Spellbrook Primary School.	E
	Experience of deploying and managing staff to deliver affective outcomes.	E
	Uses assessment effectively to monitor progress and inform strategic decisions.	E

PERSON SPECIFICATION (continued)

		Essential/ Desired
Professional development	Committed to prioritising, encouraging and supporting the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school.	E
	Has successfully undertaken approved safer recruitment training.	D
Organisational management/ continuous school improvement	Have had active involvement in effective school self-evaluation and development planning.	E
	Clear commitment to promoting safeguarding, health and safety and the wellbeing of children and staff.	E
Working in partnership/ Governance & accountability	Experience of working with stakeholders - including parents, governors, school improvement partners and other schools and organisations - to improve outcomes for pupils.	E
	Able to assimilate and manage financial and other data to achieve sound financial decision-making.	D
Personal Qualities/ Ethics and professional conduct	Demonstrates passion for education, coupled with ability and enthusiasm to see every child fulfil their potential.	E
	Excellent communication skills, including written.	E

If successfully shortlisted, the Headteacher Standards - on pages 10-13 - will be further assessed by tasks and formal interview during the assessment day.



IMPORTANT INFORMATION

Pay range:	L6 - L15 Fringe £57,693 - £71,665
Start date:	January 2026 or sooner
Closing date:	26 th May 2025
Shortlisting date:	3 rd July 2025
Interview date:	Tuesday 15 th July 2025
Visits to the school:	Please contact Sharon Freeborn, School Business Manager, on 01279 723204 or email sbm@spellbrook.herts.sch.uk to arrange a visit to the school.
School website:	www.spellbrook.herts.sch.uk
School address:	London Road, Spellbrook, Bishop's Stortford, Hertfordshire CM23 4BA

Spellbrook 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).

Spellbrook Primary School is committed to the aim of ensuring that everyone who applies to work for us receives fair treatment and we positively encourage applications from suitably qualified and eligible candidates regardless of age, disability, race, sex, gender reassignment, sexual orientation, religion or belief, marriage and civil partnership and caring status. We expect all our staff to demonstrate a commitment to advancing equality of opportunity and fostering good relations.

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.



SPELLBROOK CHURCH OF ENGLAND PRIMARY SCHOOL

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