Parkside Community School
Headteacher Recruitment pack
What's included within this pack:

- Letter from Our Chair of Governors: Page 3
- What we are looking For: Page 4
- Schools Aims: Page 5
- Key Responsibilities: Page 6
- Person Specification: Page 9
- Important Information: Page 10
Dear Applicant

Thank you so much for your interest in the post of Head Teacher at Parkside. Over the last few years our school has undergone an exciting expansion so that in September 2017 we will have achieved two form entry throughout the school with a roll of 350 children. As a result of this expansion, we have acquired a beautiful new building which is home to KS2; we have a brand new staff room and offices; and we have plans to extend our school hall and make other significant improvements. Despite all this work we still occupy an enviably large and green site with excellent outdoor space used by all the children.

We were last inspected in September 2013 when we were rated Good by Ofsted. We have a strong SLT and a committed governing body. We also currently benefit from hosting a SPLD base which services the larger community. We are part of a close-knit and supportive local consortium.

The Governors wish to appoint an inspirational leader who is committed and able to take teaching and learning to the next level. Our new Head Teacher will have substantial leadership experience and be an excellent communicator at all levels.

In this pack you will find the following information:
- Job advert
- Key responsibilities
- Person specification
- How to apply

Please email your application to the recruitment team las.governors@hertsforlearning.co.uk

We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to have this commitment. This appointment is subject to an enhanced DBS check and references will be taken up before the interview.

A visit to our school is strongly recommended and we would love to show you around. Please contact the school office on 020 8387 3000 or email admin@parkside.herts.sch.uk to arrange a visit.

With best wishes

Miranda Barnett

Chair of Governors
WHAT WE ARE LOOKING FOR

Do you have what it takes to nurture young minds to fulfil their educational potential and lead our school’s continuing success? Are you a people person and a strong and confident leader who is focused, driven and puts children at the heart of all you do? Do you have passion and the ability to motivate and develop our team to deliver the best possible outcomes for our children? If so, Parkside Community Primary School is the place for you!

We are proud to have been judged “Good” by Ofsted but have more to do on our quest to become Outstanding. The Governing Body are looking to appoint a highly motivated, inspirational and supportive Headteacher who is able to build on our success.

Parkside Community Primary School is well-resourced and in good financial shape, with refurbished rooms set in beautiful open green space which support children’s learning, and develop their independence. We are privileged to have a full time pastoral worker, full time SENCO and a full complement of teaching and support staff.

The successful candidate will be:

- A strong and inspirational leader who can motivate and develop staff, both individually and as a team
- Able to build relationships with all stakeholders
- Able to communicate and influence at all levels
- Child focussed in your approach, putting children at the heart of everything you do
- Passionate and driven on matters relating to Primary education.

In return we can offer you:

- The opportunity to think outside of the box and put your mark on the school
- Beautifully behaved children with a love of learning
- A balanced and creative skill based curriculum
- A strong team which embraces new ideas and initiatives
- A strong and supportive Governing Body
- A great opportunity to work to move our school to Outstanding
- A good location with great transport links and amenities.
- Support with your continuing professional development

We would love for you to visit our school in action, so please make an appointment to have a look round. Please phone 0208 387 3000 to book a convenient date and time.
We aim to:

- Provide our children with role model leadership
- Provide professional, non-biased teaching methods to encourage the best response from children
- Develop from within the child their true potential
- Have great expectations of pupils’ ability to achieve their full potential regardless of their gender, race, religion, background or disability
- Develop self-esteem; respect for others and their views; moral values and religious beliefs; and value tolerance and diversity and incorporate British values
- Prioritise the welfare of young people and are committed to child protection and safeguarding procedures
KEY RESPONSIBILITIES

Overall responsibility for providing leadership for 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.

This Job description reflects the national standards of excellence for Headteachers 2015

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

The Duties and Responsibilities

The National Standards of Excellence for Headteachers are set out in four domains,

• Qualities and knowledge
• Pupils and staff
• Systems and process
• The self-improving school system

There are four ‘Excellence as Standard’ domains. Within each domain there are six key characteristics expected of the nation’s Headteachers; some of these have been expanded to give a more comprehensive description of the role at Parkside Community Primary School.
KEY RESPONSIBILITIES

Domain One

Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.

2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.

3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.

4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

5. Work with political and financial astuteness, within a clear set of principles centred on the school’s vision, ably translating local and national policy into the school’s context.

6. Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two

Pupils and staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes.

2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils’ well-being.

3. Establish an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

6. Hold all staff to account for their professional conduct and practice.
Domain Three

Systems and process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.

5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and the school’s sustainability.

6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four

The self-improving school system

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.

2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.

3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.

4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people’s lives and to promote the value of education.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Essential or Desirable</th>
<th>Determination from</th>
<th>Leadership and Management</th>
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<tbody>
<tr>
<td>Education and Qualifications</td>
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<tr>
<td>Has a degree &amp; Qualified Teacher Status</td>
<td>E</td>
<td>✔</td>
<td>Is able to lead, motivate, support and challenge with a clear focus on raising standards</td>
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<tr>
<td>Is currently on the leadership scale</td>
<td>E</td>
<td>✔</td>
<td>Is able to communicate a positive and inspiring vision for the values, ethos and strategic direction of the school</td>
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<tr>
<td>There is evidence of recent, relevant personal professional development</td>
<td>E</td>
<td>✔</td>
<td>Has a strategic approach, able to focus on the big picture</td>
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<tr>
<td>Holds NPQH</td>
<td>D</td>
<td>✔</td>
<td>Has a strong analytical ability, able to analyse data and to use finding to inform future planning</td>
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<tr>
<td>Experience</td>
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<tr>
<td>Has at least 5 years’ successful experience of a range of leadership roles</td>
<td>E</td>
<td>✔ ✔ ✔ ✔</td>
<td>Is able to lead, motivate, support and challenge with a clear focus on raising standards</td>
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<tr>
<td>Is currently a highly regarded Head, Deputy, Assistant head or holds another equivalent leadership role, in a similar type of school</td>
<td>E</td>
<td>✔ ✔ ✔ ✔</td>
<td>Is able to communicate a positive and inspiring vision for the values, ethos and strategic direction of the school</td>
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<tr>
<td>Has experience of school development planning, implementation and monitoring of impacts</td>
<td>E</td>
<td>✔ ✔ ✔ ✔</td>
<td>Has a strategic approach, able to focus on the big picture</td>
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<tr>
<td>Has experience of effectively using pupil achievement data to identify gaps and trends and to inform decision making</td>
<td>E</td>
<td>✔ ✔ ✔ ✔</td>
<td>Has a strong analytical ability, able to analyse data and to use finding to inform future planning</td>
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<tr>
<td>Has experience of and a good working knowledge and understanding of all primary phases</td>
<td>D</td>
<td>✔ ✔ ✔ ✔</td>
<td>Has experience of leading whole school initiatives and effectively managing change</td>
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<tr>
<td>Is confident in using management processes, including financial, HR and premises management</td>
<td>D</td>
<td>✔ ✔ ✔ ✔</td>
<td>Has experience of leading whole school initiatives and effectively managing change</td>
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<tr>
<td>Experience of working with a diverse environment culturally and educationally</td>
<td>E</td>
<td>✔</td>
<td>Demonstrates excellent interpersonal skills, able to communicate, to inspire trust</td>
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<tr>
<td>Personal Skills</td>
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<tr>
<td>Demonstrates excellent interpersonal skills, able to communicate, to inspire trust</td>
<td>E</td>
<td>✔ ✔ ✔ ✔</td>
<td>Has strong presentation skills with the ability to engage others and listen</td>
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<tr>
<td>Has strong presentation skills with the ability to engage others and listen</td>
<td>E</td>
<td>✔ ✔ ✔ ✔</td>
<td>Is a sound decision maker with good judgement on when to make a change or to maintain an existing position</td>
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<tr>
<td>Has good delegation skills with an ability to manage workload and to select priorities</td>
<td>E</td>
<td>✔ ✔ ✔ ✔</td>
<td>Has good delegation skills with an ability to manage workload and to select priorities</td>
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<tr>
<td>Has experience of supporting disadvantaged and vulnerable children and children with SEND</td>
<td>E</td>
<td>✔ ✔ ✔ ✔</td>
<td>Has excellent organisational skills and efficient time management</td>
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<td>Criteria</td>
<td>Essential or Desirable</td>
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<td>Application</td>
<td>Interview</td>
<td>References</td>
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<tr>
<td>Has experience of working with children, families and staff from a wide range of home and social backgrounds</td>
<td>E</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Has strong written communication skills</td>
<td>E</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Has experience of working successfully with governors, parent groups, external agencies and other groups</td>
<td>E</td>
<td>✓</td>
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<tr>
<td>Safeguarding</td>
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<tr>
<td>Has experience of using or training staff in Child protection policy and procedures</td>
<td>E</td>
<td>✓</td>
<td>✓</td>
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<td>Displays commitment to the protection and safeguarding of children and young people</td>
<td>E</td>
<td>✓</td>
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<tr>
<td>Up to date knowledge and application of relevant legislation and guidance for working with and the protection of children and young people</td>
<td>E</td>
<td>✓</td>
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<tr>
<td>Works in partnership with relevant agencies to protect children and young people</td>
<td>E</td>
<td>✓</td>
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<td><strong>Personal Qualities and Attributes</strong></td>
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<td>Is approachable and welcoming</td>
<td>E</td>
<td>✓</td>
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<td>Is able to communicate a vision that engages and inspires others</td>
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<td>Demonstrates a commitment to inclusive values and practice and shares this with staff</td>
<td>E</td>
<td>✓</td>
<td>✓</td>
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<td>Is able to demonstrate good humour, empathy, tolerance and compassion</td>
<td>E</td>
<td>✓</td>
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<td>Is enthusiastic and energetic</td>
<td>E</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Has a robust personality that shows resilience in demanding situations</td>
<td>E</td>
<td>✓</td>
<td>✓</td>
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</table>
If you would like to apply for this post, when completing your application form, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

Please return your completed application to las.governors@hertsforlearning.co.uk or apply online at [Here](#).

Closing date for applications: Noon on Friday 29th September 2017
Shortlisting date: Tuesday 3rd October 2017
Interviews: Thursday 12th October 2017

Address: Parkside Community Primary School, Aycliffe Road, Borehamwood, Hertfordshire, WD6 4EP
Telephone: 0208 387 3000
Web address: [www.parksidecommunityps-herts.co.uk](http://www.parksidecommunityps-herts.co.uk)

*Parkside Community 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, including the barred list, as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2016).*