



St Mary's Infant School



'Sharing, Caring, Learning and Loving with God'

Headteacher Application Pack

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Welcome from our Chair of Governors

Dear Applicant

Thank you for your interest in the role of Head teacher at our school.

We are a two-form entry, voluntary controlled infant school, situated on the west side of Baldock. We are a welcoming and happy place with strong values typified by our key mission of "Sharing, Caring, Learning and Loving with God" being fundamental to us. However every school would be likely to say this about themselves and it is our reliance upon our Christian ethos which makes us distinctive and allows us to give evidence to support these claims.

We believe in our strong emphasis on nurturing the whole child and enabling their gifts to develop. We draw values like compassion, hope and forgiveness out of Christian stories and beliefs and can give dozens of examples of children embracing these values and the consequent way it has enabled them to learn.

As an "Outstanding" school (Statutory Inspection of Anglican and Methodist Schools February 2016) we are committed to looking for a Head teacher who embraces, understands and continues to develop the Christian ethos of the school.

We have been rated "Good" by Ofsted (May 2018 Section 8 Inspection) and as a result of that inspection there will be a Section 5 inspection by December 2019.

Ofsted identified several action points and we have addressed all these by making changes to the use of workbooks, more writing activities, Fix-it time and we have adopted a new Marking policy. Several other actions are also in place all of which make us excited about the effects they will have on our progress especially for the early years' children.

We are in the process of applying for the Gold Standard Assessment Early Years Quality Standard.

Cont.../

Welcome from our Chair of Governors (Cont..)

At KS1 the percentage of 'All Pupils' attaining the expected standard in reading, writing and mathematics has been higher than the national figure in the last three years. Projections for the current pupils, suggest this trend will continue. The percentage of 'All Pupils' working at Greater Depth has also been higher than that nationally in reading for the last three years, and in writing and mathematics in two of the last three years.

We have effective teaching of phonics and our safeguarding is strong. We have an excellent understanding of and appreciate the barriers to learning facing disadvantaged pupils and the interventions required to support those pupils with special educational needs.

We are proud of our warm and supportive staff team and the relationship between the staff and governors. As Governors we are keen to provide the support and opportunities you will need to achieve this aim. If you think our vision is close to your vision and that we could work together to develop further, then we would really like to hear from you.

Please come and visit us to learn more about our school as you will then appreciate what makes us special. Contact Linda Waldock in our school office on 01462 892347 to arrange a visit. We will be inviting those applicants short-listed to attend an interview day on 6th February 2019. We will share with you details about the interview day in due course.

Again, thank you for your interest in our school. We look forward to meeting you and sharing with you the wonderful things at our school.

Yours faithfully

Andrew Watkin

Chair of Governors

About our school

- We are a small voluntary controlled Church of England Infant School with a 'village feel' situated on the outskirts of Baldock in Hertfordshire. We share our site with St. Mary's Junior School and our school benefits from two playgrounds and fields with wonderful views of Weston Hills. Our buildings are in good order and include modern teaching facilities and outdoor teaching areas.
- Our roll of 180 pupils is full and we are known as the school of first choice in the town for parents.
- We believe the school should be at the heart of the community and we work in close partnership with our parents, Weston Nursery, St Mary's Church and St Mary's Junior School and Knights Templar Secondary School.
- The school has a very dedicated and hard working staff of teachers, teaching assistants and support staff who work as a team and value each other. The ethos of the school is very special - all staff and children feel valued and involved in the life of the school.
- The Governing Body at St. Mary's Infant School is enthusiastic and proactive in its approach, working together with the headteacher to set the future direction for the school.



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Key facts and statistics

| | |
|---------------------|--|
| Type of school: | Two form entry C of E VC infant school |
| Established: | 1951 |
| Location: | Baldock, North Hertfordshire |
| Age Range: | 4 - 7 years |
| Number of Children: | 180 |
| % of children SEND: | 11% |
| % of children EAL: | 3% |
| % of children FSM: | 10% |
| % of children PPG: | 14% |



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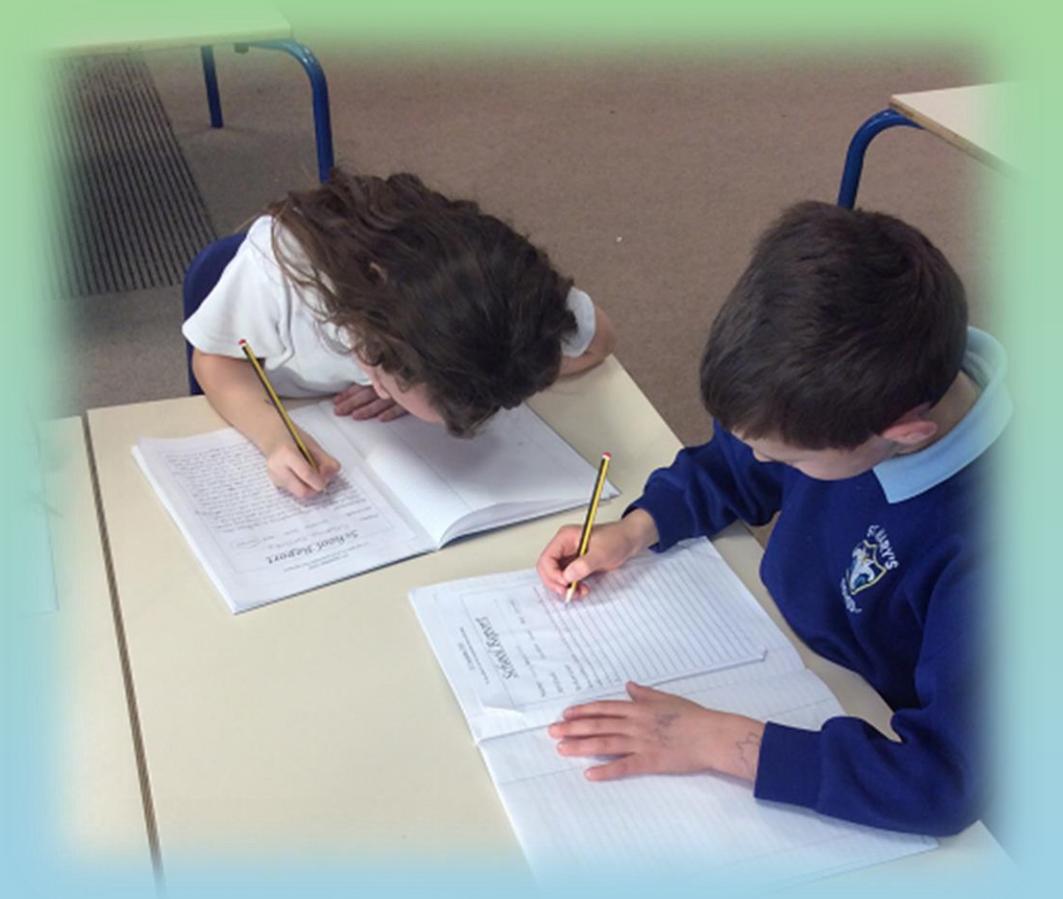
Ethos and Values

We are a welcoming and happy place with strong values typified by our key mission of "Sharing, Caring, Learning and Loving with God"

The school aims to serve the community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

We have strong links with St. Mary's Parish Church in Baldock. Children visit the church and clergy come in to take assemblies. We strongly believe this adds to the warm and caring ethos of the school.

The school follows the "Good to be Green" behaviour system to recognise and reward positive behaviour. The ethos of the school is for a caring and supportive environment where pupils are expected to try their best with the support and understanding of interested and highly motivated adults in school.



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Christian Values

Humility

Responsibility

Peace

Thankfulness

Perseverance

Courage

Friendship

Forgiveness

Compassion

Generosity

Trust

Respect & Reverence

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We would like our new Headteacher to:

- Be a committed, outward facing inspirational leader who is passionate about promoting and continuing to improve the standards of teaching and learning at our school.
- Be ready to steer our school with a skilful and innovative approach through the next stage of its development.
- Work alongside the diocese and its representatives to maintain and develop the Christian ethos with the school.
- Continue and build on the excellent relationships with St Mary's Church and Weston Nursery, St. Mary's Junior School, Knights Templar School and other playgroups and nurseries and the wider community.
- Work collaboratively with our feeder nursery and junior school to aid moderation and an effective transition.
- Be strong on safeguarding and have excellent understanding of the barriers to learning facing disadvantaged children.
- Promote strong relationships with adults and caring for each other.
- Work closely with Governors to ensure the best outcomes for the children and the school.



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What we can offer you

A new headteacher induction programme and professional partner (or further CPD for an experienced Head)

A strong leadership team

Happy children who are keen to learn



Supportive and experienced Governors

Committed and skilled staff

Strong headteacher and governor cluster groups in Baldock who meet regularly to discuss operational issues in the community

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Key responsibilities

Main purpose of role

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 Head Teachers 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 St Mary's Infant School.

Domain 1 - 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, the diocese 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. Effectively communicate the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain 2 - Pupils and staff

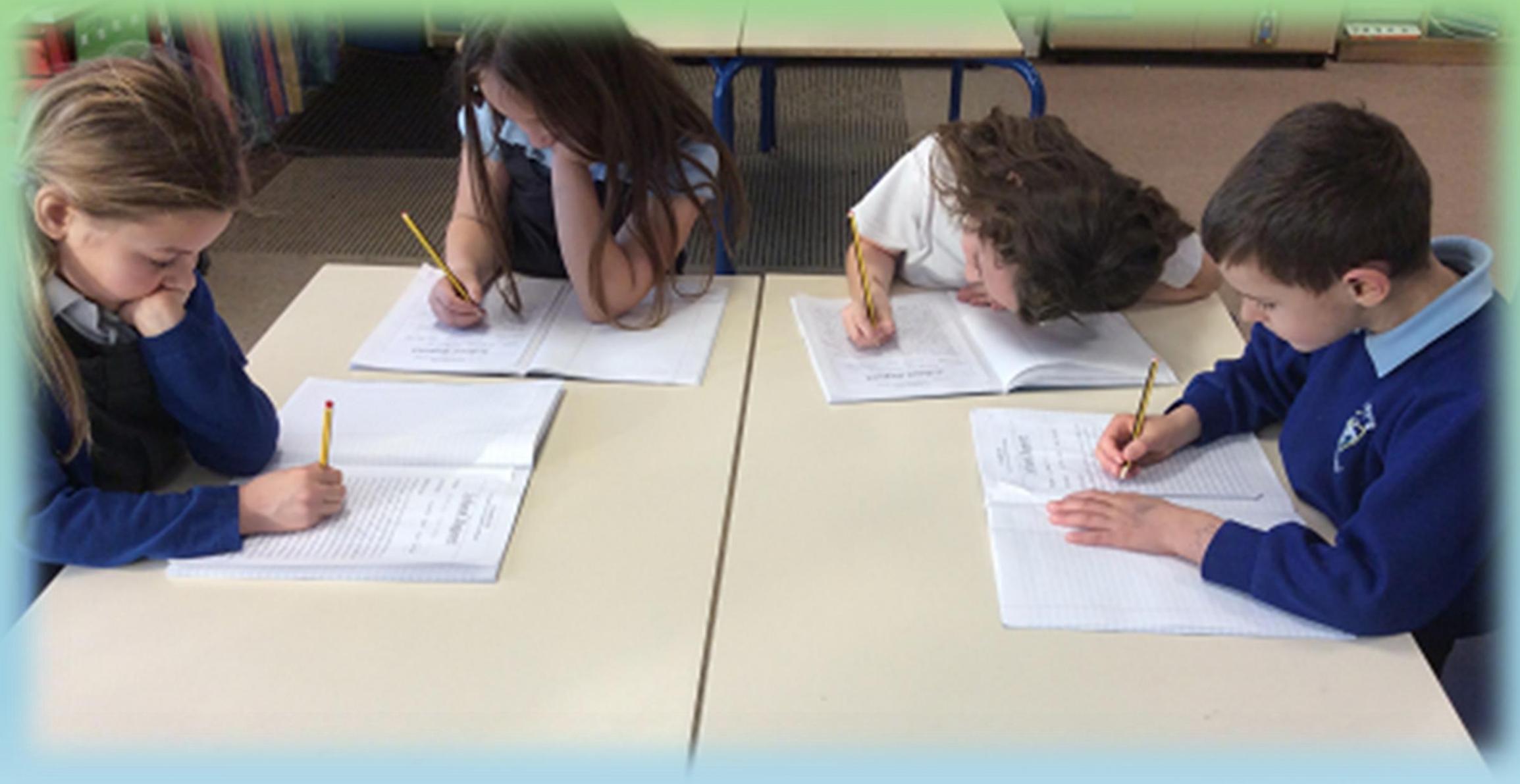
1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features 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 3 - Systems and Processes

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 4 - 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.



Person Specification

| Criteria | Essential or desirable | Determination from | | |
|--|------------------------|--------------------|-----------|------------|
| | | Application | Interview | References |
| Qualifications and Knowledge | | | | |
| QTS | E | ✓ | | |
| Degree or Equivalent | E | ✓ | | |
| Commitment to and experience of working with Reception and KS1 pupils and staff; knowledge of KS2 | E | ✓ | | |
| Professional Development | | | | |
| Evidence of appropriate professional development for the role of Headteacher | E | ✓ | | |
| Evidence of recent leadership and management professional development | E | ✓ | | |
| Has successfully undertaken appropriate Child Protection Training/Designate Safeguarding Lead Training | E | ✓ | | |
| Has successfully undertaken approved safer recruitment training | D | ✓ | | |
| Able to understand and interpret financial and pupil data and use data to inform decision making | E | ✓ | ✓ | |

| Criteria | Essential or desirable | Determination from | | |
|---|------------------------|--------------------|-----------|------------|
| | | Application | Interview | References |
| Leadership Skills | | | | |
| Ability to articulate a clear vision for the future | E | | ✓ | |
| Proven record of inspiring, enabling and motivating others to succeed | E | ✓ | ✓ | ✓ |
| Able to delegate and effectively achieve outcomes and provide development opportunities for staff | E | ✓ | ✓ | ✓ |
| Excellent communication skills, including written and verbal communication skills | E | ✓ | ✓ | |
| Ability to build effective relationships with staff, parents, governors and other stakeholders | E | ✓ | ✓ | |

| Criteria | Essential or desirable | Determination from | | |
|---|------------------------|--------------------|-----------|------------|
| | | Application | Interview | References |
| Whole School Leadership and Management Experience | | | | |
| Recent successful leadership as a highly successful Head, Deputy or school improvement lead | E | ✓ | ✓ | ✓ |
| Have taken an active involvement in school self-evaluation and development planning | E | ✓ | ✓ | |
| Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact | D | ✓ | ✓ | |
| Knowledge and experience of working with EYFS pupils | E | ✓ | ✓ | ✓ |
| Experience of leading change effectively and successfully | D | ✓ | ✓ | |
| Evidence of excellent communication and dialogue with parents | E | ✓ | ✓ | |
| Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil achievement | D | ✓ | ✓ | |
| Have had responsibility for whole school policy development and implementation | D | ✓ | ✓ | |
| Experience of working with stakeholders including governors and school improvement partners | E | ✓ | ✓ | |
| Absolute commitment to safeguarding | E | ✓ | ✓ | ✓ |
| Evidence of commitment to promoting health and safety and the welfare of children | E | ✓ | ✓ | ✓ |
| Absolute commitment to inclusion | E | ✓ | ✓ | ✓ |
| Knowledge and experience of working with children with SEN (e.g. autism) | E | ✓ | ✓ | ✓ |

| Criteria | Essential or desirable | Determination from | | |
|---|------------------------|--------------------|-----------|------------|
| | | Application | Interview | References |
| Whole School Leadership and Management Experience | | | | |
| An ability to understand the needs of children with challenging behaviours | E | ✓ | ✓ | ✓ |
| A willingness to work collaboratively with linked junior school | E | ✓ | ✓ | ✓ |
| Successful track record of developing the performance of staff through effective performance management | E | ✓ | | |
| Personal Qualities | | | | |
| A genuine passion for educating young children, coupled with the ability and enthusiasm, to see every child fulfil their potential | E | ✓ | ✓ | ✓ |
| Leads by example with integrity and resilience | E | ✓ | ✓ | ✓ |
| Visible and approachable, empathetic and enjoys engaging with children, staff parents and the wider community | E | | ✓ | ✓ |
| Demonstrates resilience whilst also showing compassion in dealing with issues | E | | ✓ | ✓ |
| A strong communicator who is able to listen and engage with all stakeholders, (including listening to and inspiring children, staff, parents and the wider community) | E | | ✓ | ✓ |
| Adaptable leadership style, being 'hands on' when required balanced with knowing when to delegate | E | ✓ | ✓ | ✓ |
| Demonstrates a 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 | ✓ | ✓ | ✓ |

Completing your application pack

Application Form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the 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 responses it is really important you address each of the requirements in the person specification.

Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

Covering letter

You may also wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turn round. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your last Headteacher or Chair of Governors.



Important dates and information

| | |
|-------------------|---|
| Leadership range | L11 - L17 |
| Pay range | £51,234 - £59,265 |
| Start date | September 2019 |
| Closing date | Friday 25 th January 2019 at 9am |
| Shortlisting date | Monday 28 th January 2019 |
| Interview date | Wednesday 6 th February 2019 |

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|---|--|
| Visit the school - call or email to arrange | Linda Waldock, Office Administrator on 01462 892347 |
| Visit the school website | www.stmarysinfants.herts.sch.uk |
| Visit the Teach in Herts website | www.teachinherts.co.uk |
| Send your completed application form to | leadership.recruitment@hertsforlearning.co.uk |

St Mary's Infant School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. This post will require an Enhanced Disclosure and Barring Service check (DBS).