



Shephalbury Park Primary School

Imagine, Believe, Achieve

Headteacher Candidate Pack

Contents

Welcome from our Chair of Governors	Page 3
About our School	Page 4
Key facts and statistics	Page 5
Our Vision	Page 7
Our Aims	Page 8
We would like our headteacher to be	Page 9
Key Responsibilities	Page 11
Person Specification	Page 14
Important dates and information	Page 18
Completing your application pack	Page 19



Welcome from our Chair of Governors



Dear Applicant

Thank you for your interest in the role of Headteacher. We are delighted that you see Shephalbury Park Primary as a school where you can make an impact. We know that the school will provide an outstanding opportunity as you seek to make the next step in your career.

In recruiting a Headteacher, we are seeking someone to shape and share our vision and ethos. We recognise that there are many challenges in the education system, and that there are further changes ahead. By working together, we want to ensure that the school maintains its wonderful learning environment for every pupil, and proactively prepares to thrive in an uncertain future.

If you think you have what it takes to drive the school forward, then please come and visit us, speak to the current Head and talk with the children.

We will be inviting those applicants shortlisted to attend an interview day on Friday 8th March. We will share more details about the interview day in due course.

To arrange a visit to the school, or should you have any questions, please contact the current Headteacher, Chelsea Atkins - head@shephalburypark.herts.sch.uk or telephone 01438 235454.

My colleagues and I look forward to meeting and interviewing motivated candidates, interested in taking on this important and exciting new challenge.

Yours faithfully

Phil Bibby

Chair of Governors

About our school

Shephalbury Park Primary School is located within a residential area in Stevenage, North Hertfordshire with outdoor space and a nature area. The school is a one form entry Primary and Nursery School with places for 240 pupils aged between three and eleven years.

We are a friendly, small, nurturing school with a community spirit. Our children are well behaved and happy with supportive parents.

Our school is organised and tidy with good resources and equipment to help our children be engaged and excited to learn.

Our last Ofsted inspection judged us as Good and we are now on our journey to Outstanding.

Our Governing Body is very supportive and keen to drive the school forward.

We have our own breakfast club 'Porridge Pot' and an afterschool club 'Teapot' run by members of the school staff.

We reinforce regularly the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.



Imagine, Believe, Achieve

Key facts and statistics

Type of school: Community

Location: Burydale, Stevenage, Hertfordshire, SG2 8AX

Age Range: 3 to 11 years

Co-Educational or Single Sex: Co-educational

Number of Children: 228

% of children with SEND: 11.6%

% of children with English as an additional language: 9%

% of children on Free School Meals: 12.9%

% of children in receipt of Pupil Premium: 18%





Our Vision

We believe that every person who comes into school is valued as an individual and that we nurture and grow the potential they have.

We believe that giving children the necessary tools early will support and allow them to flourish in their journey through education and in life.



Imagine, Believe, Achieve

Our Aims

Everyday in our school we work together to ensure that each person:

- Believes they can aspire to do great things
- Has access to new experiences
- Feels valued and respected as an individual member of the learning community
- Feels confident to take risks in their learning
- Is well prepared for the next step of education
- Feels safe and happy in school



We would like our new Headteacher to:

- Have the drive and commitment to promote the journey to outstanding
- Be a good communicator who enjoys new challenges
- Have a fresh approach and new ideas to build on our present success
- Committed to raising standards and bringing about the required changes to make an impact on teaching and learning
- An aspiring leader with a strong vision to drive improvements whilst maintaining the current ethos and vision.
- An educationalist, with high expectations and proven leadership skills to support, motivate and inspire staff





Imagine, Believe Achieve

Key responsibilities

Main purpose of role

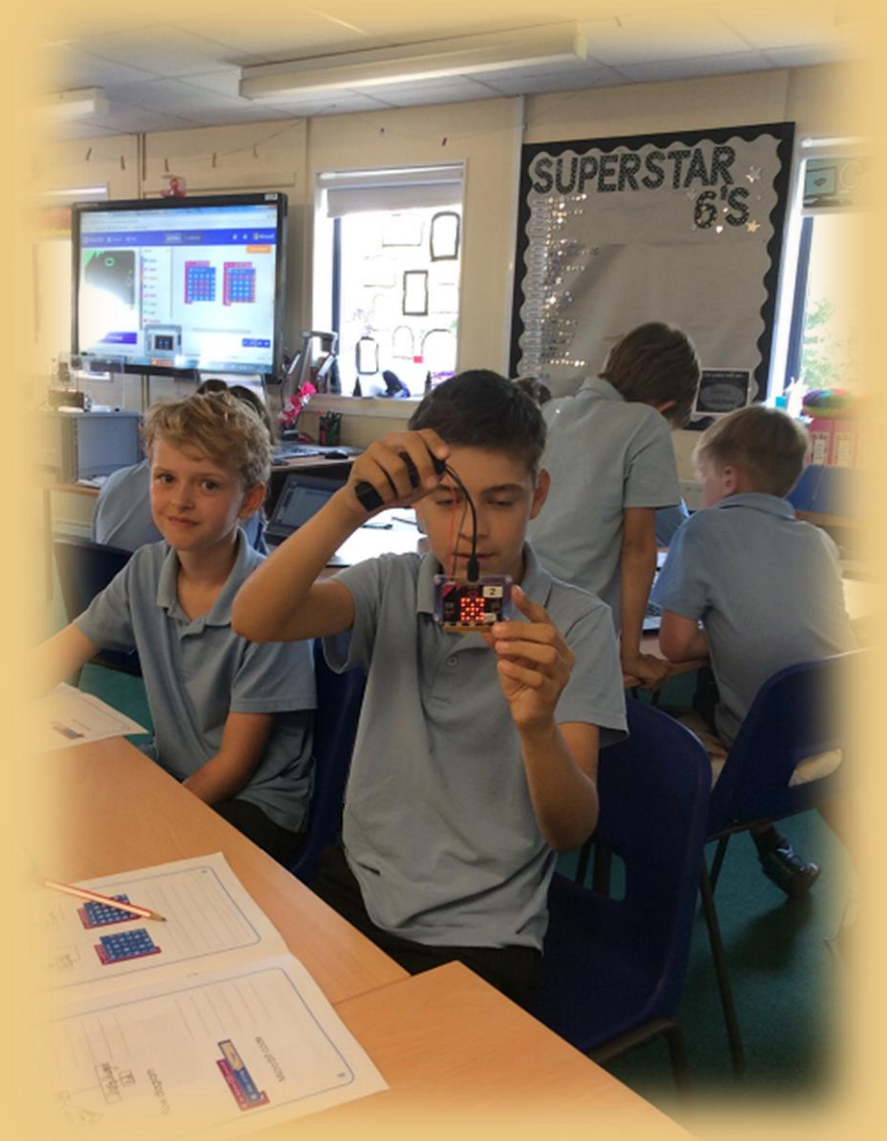
- Overall responsibility for providing leadership for the school to secure its success and continuous improvement, ensuring high quality education for all its pupils and improved standards of teaching and learning in line with statutory requirements.
- This Job description reflects the national standards of excellence for 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 4 domains:

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

Within each domain there are key characteristics expected of the nation's Headteachers; some of these have been expanded to give a more comprehensive description of the role at Shephalbury Primary School.



Domain 1 - Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for Early Years, Key Stage 1 and Key Stage 2 pupils.
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 across the school - 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 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 across the school through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design for this age range.
3. This is likely to include an understanding of spaces to play and outdoor learning to enrich curriculum opportunities and pupils' well-being.
4. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within the school, drawing on and conducting relevant research and robust data analysis.
5. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
6. Hold all staff to account for their professional conduct and practice.
7. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

Domain 3 - Systems and processes

1. Ensure that the school's systems, organisation and processes are well considered, are 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 across the school, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the school governing body 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 across the school, 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 - Self-improving school system

1. Create an outward-facing school 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

Please ensure that you provide evidence relating to the person specification. A candidate will only be considered for shortlisting and move forward for the subsequent person specification sections if they meet the areas within the qualifications and knowledge section.

It is important to provide examples using the STAR acronym (**S**ituation, **T**ask, **A**ction, **R**esult) relating to the person specification criteria. This will be evidenced via Application (A), Interview (I) and/or References (R).

Criteria	Essential or desirable	A, I or R
Qualifications and Knowledge		
Qualified Teacher Status	E	A
Degree or equivalent	E	A
Has successfully undertaken appropriate Child Protection training / Designated Safeguarding Lead training	E	A
Commitment to safeguarding	E	A
Knowledge and understanding of Early Years Foundation, Key Stage 1 and Key Stage 2	E	A

Criteria	Essential or desirable	A, I or R
Professional Development		
Evidence of recent, successful and appropriate development experience to prepare for a post at this level	E	A, I, R
Knowledge and understanding of Early Years Foundation, Key Stage 1 and Key Stage 2	E	A, I, R
Evidence of recent leadership and management professional development	E	A, I, R
Has successfully undertaken appropriate Child Protection Training/Designate Safeguarding Lead Training	E	A
Leadership Skills		
Ability to articulate a clear vision for the future	E	I
Proven record of inspiring, enabling and motivating others to succeed	E	A, I, R
Able to delegate and effectively achieve outcomes and provide development opportunities for staff	E	A, I, R
Excellent communication skills, including written and verbal communication skills and experience of different media outlets, including social media for professional use	E	A, I
Ability to build effective relationships with senior leaders, staff, parents, governors and other stakeholders	E	A, I
Ability to demonstrate use of research to inform whole school CPD and develop best practice	D	A, I
Able to demonstrate what a self-improving school would look like	D	A,I

Criteria	Essential or desirable	A, I or R
Whole School Leadership & Management Experience		
Recent, successful leadership as a highly successful Head, Deputy or school improvement lead	D	A, I, R
Has led whole school self-evaluation and development planning	E	A, I
Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact	D	A, I
Evidence of excellent communication and dialogue with the parent body	D	A, I
Has experience of interpreting whole school data sets and putting systems in place to gain improvement	D	A, I
Experience, working knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil achievement	E	A, I
Have had responsibility for whole school policy development and implementation	D	A, I
Experience or working with stakeholders including governors and school improvement partners	E	A, I
Absolute commitment to safeguarding	E	I, R
Evidence of commitment to promoting health and safety and the welfare of children	E	I, R
Absolute commitment to inclusion	E	A, I, R

Criteria	Essential or desirable	A, I or R
Personal Qualities		
A genuine passion for educating children, coupled with the ability and enthusiasm, to see every child fulfil their potential	E	A, I, R
Leads by example with integrity and resilience	E	A, I, R
Visible and approachable, empathetic and enjoys engaging with children, staff parents and the wider community	E	I, R
Demonstrates resilience whilst also showing compassion in dealing with issues	E	I, R
A people person who actively enjoys communication with the different stakeholders in the school community (including listening to and inspiring children, staff, parents and the wider community)	E	I, R
Natural networker able to engage effectively within school and the wider community	E	I, R
Flexible leadership style, being 'hands on' when required, balanced with knowing when to delegate	E	A, I, R
Demonstrates a capacity for sustained hard work with energy and enthusiasm	E	I, R

Important dates and information

Leadership salary range	£56,434 - £65,384
Pay range	L15 – L21
Start date	September 2019
Closing date	Monday 25 th February 2019
Shortlisting date	Thursday 28 th February 2019
Interview date	Friday 8 th March 2019

Visit the school – contact current headteacher, Chelsea Atkins	head@shephalburypark.herts.sch.uk
Visit the school website	http://www.shephalburypark.herts.sch.uk/
Visit the Teach in Herts website	https://www.teachinherts.com/
Send your completed application form to	leadership.recruitment@hertsforlearning.co.uk
Any questions, call the leadership recruitment team	01438 845785

Shephalbury Primary 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).

Completing your application pack

Please ensure that you provide evidence relating to the person specification. A candidate will only be considered for shortlisting and move forward for the subsequent person specification sections if they meet the areas within the qualifications and knowledge section.

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

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.

Porridge pot

