



Central Primary School

Headteacher Candidate Pack

Welcome, Willkommen, Bienvenue, Witajcie, Dobrodosli, Bienvenido

Contents

Welcome from the Chair of Governors	Page 3
Letter from the current Headteacher	Page 4
Our School	Page 5
Our 3 Year Plan	Page 7
Our Aims	Page 8
Key facts and statistics	Page 9
Our new Headteacher	Page 10
What we can offer	Page 11
Job Description	Page 13
Person Specification and Personal Statement	Page 16
Completing your application	Page 21
Important dates and information	Page 22



Welcome from the Chair of Governors



Dear Candidate

Thank you for your interest in the Head Teacher role at Central Primary School. We have written this recruitment pack to assist you in your application and to give you a little more information about our school. We would be delighted to show you around the school and speak to you before and/or during your application. Please email admin@central.herts.sch.uk or ring the school office on 01923 225129.

Central Primary School is a creative, inclusive school which serves a diverse community in the heart of Watford. We pride ourselves on the significant progress that our children make during their time in the school, many from a starting point which is considerably lower than national expectations on entry. This is possible due to the enthusiasm, commitment and passion of all of our staff members who work tirelessly to provide an engaging and diverse curriculum. Hope is the overriding intent of the school and everyone at Central strives to support children to achieve well and progress in their learning. The creative arts is a strength of our school and staff members use this as a vehicle for learning across the curriculum. We are looking for a new Headteacher who can help us to continue our work to develop our curriculum and inspire our children and staff.

To work at Central and with me you will need to be resolutely kind, ambitious, honest and looking to join a school where professional learning does not stop. At Central we are proud of our wonderful school and I hope that after reading this information pack you will feel that you'd like to come and join us!

I look forwards to meeting you.

Warm regards,

Kay Richards
Chair of Governors

Our School

We are a community primary school, situated in a beautiful Victorian building, in the heart of Watford. Our school building, opened in 1884, one of the oldest in Watford and has always been used for the education of children.

Our community is a diverse and vibrant one and we represent cultures, religions and languages from around the world. We believe this is a strength of our school and we seek to represent this diversity in our curriculum.

Our school has a diverse community with over 50 different languages spoken by our pupils and staff and we love to celebrate our linguistic and cultural diversity.

Our last inspection was undertaken by Ofsted in November 2017 where we received a rating of 'Good' overall with 'Outstanding' for Personal development, Behaviour and Welfare. As a school we offer a range of training and outreach work which can support education both in and outside of Central Primary.



Our School



- We are a dynamic, fast-paced school that provides outreach locally to other schools.
- Approximately 80% of our community speak English as an additional language, and languages are a passion of our school (we teach French and Spanish to all classes from Year 1 to Year 6)
- The school is a beautiful Grade II listed building and has been a site of education since 1884.
- We completed our expansion to a two-form entry primary in 2018 and offer 30-hour Nursery places.
- Our Creative Arts curriculum is phenomenal. We have taken children to sing in Sweden, we have made videos about our Music learning and each year we stage a Creative Arts Showcase.
- Our staff, like our pupils, represent the whole world, all religions and ethnicities. We proudly explore and learn about what makes everyone similar and different and delight in a variety of festivals throughout each school year.
- Our pupils are truly wonderful; they are determined, passionate and excited about their learning.
- Our catchment area is urban, and there is a high percentage of over-crowded homes and poverty within our school community.
- Attainment on entry to the school is very low. Progress across the school is incredibly strong and our results continue to improve.
- We work collaboratively with our active governing body to share ideas and make decisions.

Our 3 year plan

As part of our work, we collaboratively write a 3-year plan with all the school's stakeholders, which focuses on our over-arching school improvement objectives.



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| 1) To enable pupils to explore who they are, gain new experiences and challenge themselves |
| 2) To develop an outside environment that fosters curiosity, play, learning and fun |
| 3) To ensure that all staff have a healthy work-life balance and can leave school by 5:30pm with no work to complete at home |
| 4) To ensure that all subjects in all year groups are exceptionally well taught through stimulating and challenging lessons |
| 5) To be recognised locally and nationally for our research, educational excellence and innovation <ul style="list-style-type: none">a. Publish articles and blogsb. Present conferencesc. Host annual conferencesd. Provide outreach |
| 6) To increase attainment and achievement outcomes so that they are: <ul style="list-style-type: none">▪ In line with national at expected at EYFS and KS1▪ Above national at expected at KS2▪ Have increased levels of Greater Depth at KS2 and KS1▪ Confidence intervals for Progress are above 0▪ Phonics check scores are above national and local results▪ All pupils make accelerated progress from their starting points at the school |

Our Aims



‘Children are Central’

Our slogan ‘Children are Central’ underpins the values we have as a school community.

- To maintain an ethos where everyone is valued
- To ensure that everybody is included
- To celebrate achievement
- To promote the importance of every child and how they matter
- To establish and maintain a relationship with parents and carers that enables them to feel welcome and involved
- To ensure that the learning environment is for the whole community
- To maintain academic opportunities for all
- To deliver a broad and balanced curriculum
- To use the creative arts as a vehicle for learning
- To develop our pupils so that they embody the values and skills they need to succeed in their futures

Key facts and statistics



- ❑ **Type of school:** Co-educational maintained
- ❑ **Age range:** 3 – 11 Years
- ❑ **Year school established:** 1884 (Primary since 1950)
- ❑ **Number of children:** 420
- ❑ **Nursery:** 30 full time places (3-4 year olds)
- ❑ **% of children with SEND:** 32%
- ❑ **% of children in receipt of Pupil Premium:** 10%
- ❑ **% of children on Free School Meals:** 10%
- ❑ **% of children with English as an additional language:** 80%



Our new Headteacher

- ❑ Our Headteacher needs to be a highly skilled teacher who is committed to developing professional learning in our staff.
- ❑ As a leader of teaching and learning, the Headteacher will be research informed and able to develop research informed teaching and learning in others.
- ❑ We need a Headteacher who has a commitment to inclusivity and a passion for progress for all.
- ❑ Our Headteacher needs to be an innovative and dynamic leader with the ability to motivate and inspire others.
- ❑ We are always looking to improve so our Head Teacher will need to have a proven track record of developing teaching and learning in a diverse primary school setting.
- ❑ We have a passion for the creative arts so our Head Teacher will need to be able to inspire others and contribute towards the creative development of our curriculum and our school.
- ❑ We need a Head Teacher who is a good communicator and who enjoys new challenges.



What we can offer

- ❑ An inclusive school that strives to support all children in their learning.
- ❑ Wonderful children who enjoy being part of their school.
- ❑ Dedicated and hardworking staff who are highly motivated to provide our children with challenging and creative learning experiences.
- ❑ A committed and active governing body
- ❑ Access to CPD, the new Headteacher induction programme and a professional partner with Herts for Learning.



Children Are Central



Job Description



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 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 Central Primary School.

Job Description



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.

Job Description

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



Person Specification and Personal Statement



A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they **meet the first 7** of the Qualifications, Knowledge and Experience and Professional Development sections. It is important to provide examples using the STAR acronym (situation, task, action, result) relating to the person specification criteria

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

Criteria	Essential or desirable			
		Application	Interview	References
Qualifications, Knowledge and Experience				
Qualified Teacher Status	E	✓		
Degree or Equivalent	E	✓		
Commitment to and experience of working with EYFS, KS1 and KS2 pupils and staff	E	✓		
Recent successful leadership as a Head, Deputy, School Improvement Lead or member of SLT	E	✓		
Has current training for Child Protection and Designated Safeguarding Lead and has successfully undertaken the role within the school setting	E	✓		
Professional Development				
Evidence of appropriate and recent professional career development for the role of Headteacher	E	✓		
Evidence of recent leadership and management operational training and development	E	✓		
Has successfully undertaken approved safer recruitment training	D	✓		

Person Specification and Personal Statement

Criteria	Essential or desirable			
		Application	Interview	References
Leadership Skills				
Ability to articulate a clear vision for the future	E		✓	
A leader of teaching and learning who is research informed and demonstrates the potential to develop research informed learning in others	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	✓	✓	✓
Demonstrates excellent communication skills, including written and verbal communication	E	✓	✓	
Whole School Leadership and Management Experience				
Have taken an active involvement in effective school self-evaluation and development planning	E	✓	✓	
Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact	D	✓	✓	
Experience of leading change effectively and successfully	D	✓	✓	
Able to listen and engage with stakeholders including parents in a range of ways on a daily basis or as a lead on specific projects	E	✓	✓	
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil outcomes	D	✓	✓	

Person Specification and Personal Statement

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Whole School Leadership and Management Experience (cont..../)				
Have had responsibility for whole school policy development and implementation	D	✓	✓	
Experience of working with stakeholders including governors, school improvement partners and external agencies / companies	E	✓	✓	
Absolute commitment to safeguarding	E	✓	✓	✓
Evidence of clear 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) across the primary phase	E	✓	✓	✓
An ability to understand the needs of children with challenging behaviours and develop strategies to successfully manage this	E	✓	✓	✓
Successfully track record of developing the performance of staff through effective performance management	E	✓	✓	

Person Specification and Personal Statement

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
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 demonstrates resilience	E	✓	✓	✓
Visible and approachable, empathetic and enjoys engaging and inspiring children, staff parents and the wider community	E	✓	✓	✓
Demonstrates resilience whilst also showing compassion in dealing with issues	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		✓	✓

Children Are Central



Completing your application



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



Pay Range	£65,149 - £74,536
Start Date	January 2021
Closing Date	Monday 5 th October 2020 at 9am
Shortlisting Date	Thursday 8 th October 2020
Interview Date	Monday 19 th October (remote) and Wednesday 21 st October 2020 (onsite)
Visits to the school	Please email admin@central.herts.sch.uk or ring the school office on 01923 225129.
Visit the school website	https://central.herts.sch.uk/
Visit the Teach in Herts website	https://www.teachinherts.com/
Send your completed application form to	Leadership.recruitment@hertsforlearning.co.uk

Central Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2020).

