



# Margaret Wix Primary School

Excellence, Creativity, Individuality!

Headteacher Candidate Pack  
March 2021

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## Information for Candidates

Pay Range	£55,000 - £65,000
Start Date	September 2021
Closing Date	Tuesday 13 <sup>th</sup> April 2021 at 9am
Shortlisting Date	Friday 16 <sup>th</sup> April 2021
Interview Date	Monday 26 <sup>th</sup> April 2021
Visits to the School	Please contact Mrs Barbara Abbot on <a href="mailto:admin@margaretwix.hert.sch.uk">admin@margaretwix.hert.sch.uk</a> or phone 01727 759232
Virtual Tour of the School	<a href="https://www.margaretwix.herts.sch.uk/admissions/">https://www.margaretwix.herts.sch.uk/admissions/</a>
School Website	<a href="https://www.margaretwix.herts.sch.uk/">https://www.margaretwix.herts.sch.uk/</a>
Teach in Herts Website	<a href="https://www.teachinherts.com/">https://www.teachinherts.com/</a>
Send your completed application forms to	<a href="mailto:Leadership.recruitment@hertsforlearning.co.uk">Leadership.recruitment@hertsforlearning.co.uk</a>

## Information for Candidates

### **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 and qualifications together with your background and experience within the personal statement.

### **Covering letter**

You may 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 current Headteacher or Chair of Governors.



## Welcome from the Chair of Governors

Dear Applicant

Thank you for your interest in the Headteacher role at Margaret Wix Primary School. I hope you find this information pack a useful introduction to our school. We are delighted that you see Margaret Wix as a school where you can make an impact.

The vacancy has arisen as a result of our current Head obtaining a position in larger school after 5 years of successful leadership at Margaret Wix.

Margaret Wix is a 1 FE primary school on the northern edge of St Albans on a large green site with lots of outdoor space for the children to play and learn in. Our school is at the centre of the diverse community it serves and has built strong relationships with our families. Being a small school, we can get to know our children and their families well and tailor our support for them.

The Governors are proud to be part of a 'good' school. We believe that a key part of this success is the strong links and relationships that have been developed between staff, pupils, parents and the broader school community.

We are seeking a headteacher who will have the drive, enthusiasm and relevant experience to move our school to the next stage of its development.

The closing date for applications is Tuesday 13<sup>th</sup> April at 9am. Shortlisting will be taking place on Friday 16<sup>th</sup> April and interviews on Monday 26<sup>th</sup> April.

For further information about our school, please visit our website <https://www.margaretwix.herts.sch.uk/>

Cont..../

If you wish to discuss the role please contact Chair of Governors, Val Male at [admin@margaretwix.herts.sch.uk](mailto:admin@margaretwix.herts.sch.uk) to arrange a time.

To arrange a visit to the school, please contact Mrs Barbara Abbot at [admin@margaretwix.herts.sch.uk](mailto:admin@margaretwix.herts.sch.uk) or phone 01727 759232.

To see a video made for our virtual Parents Open Day please follow: <https://www.margaretwix.herts.sch.uk/admissions/>

Thank you for your interest in Margaret Wix. My colleagues and I look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge.

Yours faithfully

*Val Male*

Chair of Governors





## Our School

We are a one form entry school in St Albans, Hertfordshire catering for children between the ages of 3-11 years old.. Our classes are all named after types of butterfly which links to our school badge - our children are very proud of their school and feel a strong sense of belonging here.

The school has a family feel with every class having a teaching assistant in their class. The teachers and teaching assistants are a real team and work together to make learning fun and purposeful. As a staff team, we all work closely together to encourage children to become independent learners and to have the confidence to try something new and to be challenged in their learning. The learning environment, both indoors and outdoors, is well equipped and provides ample opportunities for children to learn and develop new skills.

Children are the centre of our focus - they provide, along with the staff, parents and wider neighbourhood, a whole school community worthy of everyone's education and support.

Age Range	3 - 11 years
Number on Roll	137
% children with SEND	35%
% children with EAL	32%
% children on FSM	34%
% children in receipt of PP	34%
Ofsted Rating	Good

## Vision and Values

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

### Aims:

- have high expectations and we promote high standards of work and behaviour;
- encourage adults and children to take a pride in and a responsibility for themselves, their behaviour, their achievements and their school
- value and respect our own and other cultures;
- encourage care and respect for others;
- enable every child to achieve their full potential through a broad, balanced, differentiated and interesting curriculum, including the requirements of the National Curriculum and life skills;
- help children to develop lively, imaginative and enquiring minds, with the ability to question and justify their point of view;
- encourage children to gain skills to live as independent, resourceful, self motivated adults;
- develop cooperative working relationships between all pupils, staff, governors and parents;
- encourage children to feel part of the school and foster links with the local community and show concern for their environment;
- encourage children to take an active part in their learning and set themselves goals to work towards;
- provide equal opportunities for all.

## Golden Expectations

We are gentle

We are kind and helpful

We listen

We are honest

We look after property

We do our best and are motivated to learn

**Excellence, Creativity, Individuality!**



## Our New Headteacher will

- Be a confident decision maker who will take the initiative and have a forward thinking attitude.
- Have excellent interpersonal skills and emotional intelligence and be able to communicate effectively with children, staff, parents and other stakeholders.
- Be a passionate advocate for the school and raise our profile within the St Alban Community through forging closer links with nurseries, schools and other groups and organisations in the area.
- Be determined to ensure our pupils make excellent academic progress in all areas, whilst remaining committed to developing the whole child.
- Hold a resilient and clear headed approach which allows for sound and consistent judgement when challenges arise.
- Be able to take responsibility for the management elements of running a school including budgetary control, premises management and performance management of staff.



## What we can offer

- A welcoming and positive school with children who are ready and willing to learn.
- Dedicated, talented and hard-working staff who are highly motivated to provide our children with stimulating, challenging and memorable learning experiences.
- A commitment to your continued professional development.
- A supportive, committed and active governing board.



## Job Description

### Main Purpose of Role

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.

This job description reflects the national standards of excellence for headteachers 2020. <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

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.

### Section 1: Ethics and 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

### 1. 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

### 2. 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

### 3. Curriculum and 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

## 4. 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

## 5. Additional and special educational needs and disabilities

- 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 with regard to the SEND code of practice

## 6. 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

## 7. 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

## 8. Continuous 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

## 9. Working in partnership

- forge constructive relationships beyond the 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

## 10. 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 relationship 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

## 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	Determination From			
		Application	Interview	Tasks	References
<b>Qualifications, Knowledge and Experience</b>					
Qualified Teacher Status	E	✓			
Degree or Equivalent	E	✓			
Commitment to and experience of working with Early Years Foundation Stage, KS1 and KS2 pupils and staff	E	✓			
Recent successful leadership as a Head, Deputy or School Improvement Lead	E	✓			
Has current training for Child Protection and Designated Safeguarding Lead and has successfully undertaken the role within the school setting	E	✓			

Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
<b>Professional Development</b>					
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	✓			
<b>Leadership Skills</b>					
Ability to articulate a clear vision for the future	E	✓	✓	✓	
Proven record of inspiring, enabling and motivating others to succeed in an inclusive environment	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	✓	✓	✓	
Ability to build effective relationships with staff, parents, governors and the wider school community	E	✓	✓	✓	✓

Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
<b>Whole School Leadership and Management Experience</b>					
Have taken an active involvement in effective school self-evaluation and development planning	E	✓	✓		
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	✓	✓		
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 wellbeing of children	E	✓	✓	✓	✓
Absolute commitment to inclusion	E	✓	✓	✓	✓
Knowledge and experience of working with children with SEN (e.g. autism) across the primary and nursery phases	E	✓	✓		✓
An ability to understand the needs of children with challenging behaviours and develop strategies to successfully manage this	E	✓	✓		✓
Successful track record of developing the performance of staff through effective performance management	E	✓	✓		

Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
<b>Whole School Leadership and Management Experience Cont..../</b>					
Supportive and encouraging of continued professional development (CPD) and wellbeing of staff and their own CPD and wellbeing.	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	✓	✓		
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil outcomes	D	✓	✓	✓	
Have had responsibility for whole school policy development and implementation	D	✓	✓		

Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
<b>Personal Qualities</b>					
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 an ability to challenge people and resolve performance and relationship 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	✓	✓	✓	✓



**Excellence, Creativity, Individuality!**

Margaret Wix Primary School  
High Oaks  
St Albans  
Hertfordshire  
AL3 6EL