



St Bartholomew's CE Primary School

Headteacher Candidate Pack





Contents

Welcome letter from Chair of Governors	Page 3
Vision and Values	Page 4
Our School	Page 5
Job Description	Page 8
Person Specification	Page 9-12
Information for Candidates	Page 13
Recruitment Procedure	Page 14



'Behaviour throughout the school is excellent showing respect at all levels... Pupils know they will be listened to and feel able to say how they feel. Small acts of kindness occur every day and are common place... There is a very inclusive atmosphere and when small issues arise, they are resolved quickly so no-one feels left out.' High expectations and Christian gospel values provide an atmosphere of mutual respect, ensuring that pupils achieve well, feel safe, enjoy learning, and are polite and well behaved. (SIAMS)



St Bartholomew's Church of England
Primary School
Common Field
Wigginton
HP23 6EP
t: 01442 822364
e: admin@stbarts.herts.sch.uk

Dear Applicant

Thank you for your interest in the Headteacher role at St Bartholomew's School, Wigginton. I hope you find this information pack a useful introduction to our school.

Our vision is "an adventurous environment where curiosity is developed, independence is nurtured, and a happy community is rooted in Christian values".

Our successful school has established strong links and relationships that have been developed between staff, pupils, parents, and the broader school community.

In recruiting a new Headteacher, we are seeking someone who can shape and share our vision and ethos. The successful candidate 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 Wednesday 21st September. Shortlisting will be taking place on Monday 26th September. For further information about our school, please visit our website.

We would like to invite all potential applicants to visit the school during the week commencing 12th September. To do this, or to discuss the role please contact cgeoghegan@stbarts.herts.sch.uk to arrange a time.

Thank you for your interest in St Bartholomew's School. We wish you the best with your application and look forward to meeting you.

Yours faithfully

Chair of Governors





Our 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.

Our Vision Statement



An adventurous environment where curiosity is developed, independence is nurtured, and a happy community is rooted in Christian values.

Our Values

These values are discussed in our Collective Worship; they form part of our teaching each year; and they are shared with families through our values homework.





Our School

School Status	St Bartholomew's is a Voluntary Aided Church of England School in Wigginton near Tring, Hertfordshire
Age Range	4 – 11 years
Number of Pupils	104
Pupil Profile	Pupils with SEND: 10% Pupils with EAL: 1% Pupils on FSM: 7.5% Pupils on Premium: 7%
School structure	We have classes from Reception to Year 6
Staffing	Our school staff includes: <ul style="list-style-type: none"> a team of skilled teachers, both full and part time which includes 2 part time senior teachers, 4 class based teachers and a music teacher. an experienced Office Manager. a committed team of support staff who care for the site, supervise lunchtimes and support in the classroom.
OFSTED and SIAMS reports	<p>We were last inspected as Outstanding by Ofsted in December 2012</p> <p><i>"Pupils' behaviour is excellent. They love being at school and they are enthusiastic about what they are learning both in class and outdoors."</i></p> <p><i>"Pupils' spiritual, moral and social development is outstanding. Pupils reflect very carefully on an extensive range of issues and have a very clear understanding of the school's values."</i></p> <p><i>"Pupils achieve extremely well and reach standards that are significantly above average in English and mathematics."</i></p> <p>Our last SIAMS inspection took place in February 2018</p> <p><i>'Behaviour throughout the school is excellent showing respect at all levels...Pupils know they will be listened to and feel able to say how they feel. Small acts of kindness occur every day and are commonplace...The mixed age classes have helped the school develop a strong culture of children looking after each other. There is a very inclusive atmosphere and when small issues arise, they are resolved quickly so no-one feels left out.'</i></p>



About St Bartholomew's



"A caring community exists at all levels." (SIAMS)

"There is a culture of giving across the school and pupils are centrally involved in this."

(SIAMS)

*"Pupils know they will be listened to and feel able to say how they feel."
(SIAMS)*

*"Small acts of kindness occur every day and are commonplace..."
(SIAMS)*



"There is a sense of respect running through the community [...] This leads to a strong sense of community, with all families feeling welcome and included."

(SIAMS)

"A gentle atmosphere where Christian values shape relationships."

(SIAMS)



Job Description

Job Description for Headteacher at St Bartholomew's

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.

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



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

St Bartholomew's school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Headteacher is the Designated Safeguarding Lead, supported by a deputy and is responsible for cascading training in regard to any changes in safeguarding practice.



All staff are encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work and continue to improve. The wellbeing and training of our staff is seen as critical in creating an effective and talented staff team.

St Bartholomew's is an equal opportunities employer and opposes discrimination of any kind. All our employees are recruited on the basis of ability and the requirements of the job. Applications are welcomed from all sections of the community irrespective of race, gender, gender reassignment, age, disability, sexuality, nationality, religion, or belief. There is a legitimate occupational requirement that candidates should be able and willing to maintain and develop the particular character of the school as a Church of England foundation, but it does not follow that candidates must profess the Christian or any faith.





Person Specification

Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
Qualifications, Knowledge and Experience					
Qualified Teacher Status	E	✓			
Degree or Equivalent	E	✓			
Experience of working with Early Years Foundation Stage, KS1 and KS2 pupils and staff	E	✓			
Recent successful leadership as a Headteacher, Deputy headteacher, Assistant headteacher or School Improvement Lead	E	✓			
Demonstrates a thorough understanding of Child Protection and Safeguarding	E	✓			
Professional Development					
Evidence of appropriate and recent professional career development for the role of Headteacher	D	✓			
Evidence of recent leadership and management operational training and development	D	✓			
Has successfully undertaken approved safer recruitment training	D	✓			



Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
Leadership Skills					
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	D	✓	✓		✓
Demonstrates excellent communication skills, including written communication	E	✓	✓	✓	
Ability to build effective relationships with staff, parents, governors and the wider school community	E	✓	✓	✓	✓
Whole School Leadership and Management Experience					
Have had 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	E	✓	✓		
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	✓	✓	✓	✓



Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
Whole School Leadership and Management Experience					
Have had responsibility for whole school policy development and implementation	D	✓	✓	✓	✓
Able to listen to 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	✓	✓		✓
Knowledge, understanding and commitment to safeguarding	E	✓	✓		✓
Primary phase only – Experience of leading safeguarding in a school	D	✓	✓		
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 phase	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	D	✓	✓		
Supportive and encouraging of continued professional development (CPD) and wellbeing of staff and their own CPD and wellbeing.	E	✓	✓	✓	



Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	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 an ability to challenge people and resolve performance and relationship issues	D		✓	✓	✓
Adaptable leadership style, being ‘hands on’ when required balanced with knowing when to delegate	D	✓		✓	✓
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	D	✓	✓		✓





Information for Candidates

Salary: £55,338 - £64,143

Pay Range: L12 – L18

Start Date: January 2023

Advert Closing Date: 9am Wednesday 21st September 2022

Shortlisting Date: Monday 26th September 2022

Interview Date: Tuesday 4th October 2022

Visits to the school: Please contact cgeoghegan@stbarts.herts.sch.uk

School website: <https://www.stbarts.herts.sch.uk/>

Chair of Governors cgeoghegan@stbarts.herts.sch.uk

Applications to: leadership.recruitment@hertsforlearning.co.uk



St Bartholomew's 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 2021).



Application Process

Application Form

Applicants should apply 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 you 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. Please do not duplicate information already covered on the application form.

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 will be your last Headteacher or Chair of Governors.

