



‘Learning and Growing Together’



**Headteacher Candidate Pack
2022**



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Information for Candidates

Pay Range:	£51,314 - £69,509 (L8 – L21)
Start Date:	January 2023
Closing Date:	Thursday 8 th September at 9am
Shortlisting Date:	Monday 12 th September 2022
Interview Date:	Thursday 22 nd September 2022

Visits to the school:	We welcome visits to view the school between 5 th - 7 th September. To arrange a time, contact 01442 214966 or email admin@maplegrove.herts.sch.uk
School website:	https://www.maplegroveprimary.co.uk/
Teach in Herts website:	https://www.teachinherts.com/
Applications to be sent to:	Leadership.recruitment@hertsforlearning.co.uk

Maple Grove 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 2021).



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 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 can 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.



Welcome from the Chair of Governors

Dear Applicant

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

The vacancy has arisen due to the resignation of the current Headteacher due to personal reasons.

Maple Grove Primary School is situated in Grovehill, which is an area on the northern outskirts of Hemel Hempstead. We are set in large grounds with well-equipped playground equipment including our Wild Wood Dens, three outdoor learning areas and Daily Mile all weather running track. The school comprises of good size classrooms all with interactive whiteboards. The children also have access to a purpose-built computing suite, as well as mobile laptop devices. We have a well-resourced library and a food technology area.

In 2014 Ofsted judged our school to be a ‘good ‘school and this has continued with our inspection in 2018. We recognise there are challenges to maintain this outcome, after a period of significant change, and are looking for someone who has the necessary commitment and experience to do this.

We are a values-based school and in recruiting a new Headteacher are seeking someone committed to developing this approach further, and who can shape and share our vision and ethos. We are seeking a Headteacher who has the enthusiasm, drive, and energy to move our school forward.

For further information about our school, please visit our website; www.maplegrove.herts.sch.uk

Cont..../



If you wish to discuss the role please contact Chair of Governors, John Parr at chairofgovernors@maplegrove.herts.sch.uk

To arrange a visit to the school, please contact the school on 01442 214966 or email admin@maplegrove.herts.sch.uk to arrange a time.

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

We wish you the best with your application and look forward to meeting you.

Yours faithfully

John Parr
Chair of Governors





Our School

At Maple Grove we place great emphasis on the enjoyment of learning. As a school we use a themed approach to make the children's learning exciting and meaningful to them, whilst ensuring the children are rigorously taught all the necessary skills in the core subjects for Reading, Writing, Maths, Computing and Science. We use the themed approach to also ensure that Geography, History, Art and Design Technology are taught in an exciting way whilst developing the core subjects in context.

‘We are proud of our extended schools’ provisions, and we place a great emphasis on offering our children a breakfast and after school club (wraparound care) as well as activities including, Netball, Ukulele and Computer Programming Clubs’

We are an inclusive school and offer a range of provision to support children with SEND including social skills programmes, access to a supportive environment and strategies and programmes to support the needs of the children.

Within Maple Grove we offer wraparound care which includes afternoon provision for our nursery children through our pre-school. Our pre-school was judged as outstanding during an Ofsted Review in 2018.

Age Range:	3 – 11 years
Number of Children:	220
% of children with SEND:	27%
% of children with English as an additional language:	27%
% of children on Free School Meals:	26%
% of children in receipt of Pupil Premium:	28%



Mission Statement

'Learning and Growing Together'

Our mission statement encapsulates the ethos of Maple Grove, which is to encourage everyone to develop skills for lifelong learning together with a sense of responsibility for our school and the wider community.

Our Values

"Values are the centre of our school"





Our New Headteacher

We would like our next Headteacher to:

- Act as an advocate of our values-based education and continue the momentum of building upon our excellent standards.
- Be committed to obtaining the best performance from our children regardless of their background or ability.
- Be able to engage, inspire and work within a committed team of teachers, support and administrative staff.
- Build on existing links with local primary and secondary schools, parents, and the community.
- Have a collaborative and distributive approach to leadership along with the skills and experience to steer our school through the next stage of its development.





We can offer

- A welcoming school with a diverse population of happy and well-behaved children.
- A committed staff team with a newly formed leadership team and a supportive governing body.
- Strong engagement between staff and parents and a close-knit community.
- A well-resourced school with excellent outdoor facilities enabling opportunities for children to enjoy the outdoors, access to a wide range of extra-curricular activities and a rich and diverse curriculum.
- Opportunities for continued professional development and the Moving To Headship Programme through Herts for Learning (HfL).





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 excellent 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 always 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 regarding 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
Qualifications, Knowledge and Experience					
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 Headteacher.	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
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	✓			
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	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
Whole School Leadership and Management Experience					
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
Whole School Leadership and Management Experience Cont..../					
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
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	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	✓	✓	✓	✓



**Maple Grove Primary School
St Agnells Lane
Grovehill
Hemel Hempstead
Hertfordshire
HP2 7BG**