

# St Catherine's C of E Primary School



## Headteacher Recruitment Pack

Spring Term 2023



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# Welcome from our Chair of Governors

Dear Applicant,

Thank you for your interest in the Headteacher role at St. Catherine's C of E Voluntary Controlled Primary School. I hope you find this information pack a useful introduction to our school. We are delighted that you see St. Catherine's as a school where you can make an impact.

The vacancy has arisen as a result of the retirement of our current Headteacher, after 15 years of successful leadership as Assistant Headteacher, then Headteacher.

St. Catherine's is a growing church school in a developing market town. We are the town's only Church of England school and work in partnership with St. Catherine & St. Paul's Parish Church situated nearby. In line with our vision, we provide a wealth of educational opportunities and experiences to equip children with the essential skills and values needed to become independent, responsible citizens with high aspirations, who seek to discover their voice and their place in society and the world. This is embodied by our newly adopted school motto, 'Let your light shine' from Matthew 5, to exemplify our Christian distinctiveness. In September 2018, the school moved from 1.5 to 2FE and we currently have over 350 pupils on roll. Our school population is diverse; pupils come from a broad catchment incorporating an area of high deprivation. Opportunities for the children to become familiar with their local environment are provided in order to establish

an appreciation of our town within the context of Hertfordshire, as well as the wider world.

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.

In recruiting a new Headteacher we are seeking someone who can shape and share our vision and ethos. We are seeking a Headteacher with the enthusiasm, drive and energy to move our school forward. 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 **20th February 2023**. Shortlisting will be taking place on **24th February 2023**. For further information about our school, please visit our website at [www.stcaths.herts.sch.uk](http://www.stcaths.herts.sch.uk)

If you wish to discuss the role please contact Chair of Governors, Mr. Peter Falconbridge at [admin@stcaths.herts.sch.uk](mailto:admin@stcaths.herts.sch.uk), to arrange a time. To arrange a visit to the school, please contact Mrs Catherall, Office Manager, at [admin@stcaths.herts.sch.uk](mailto:admin@stcaths.herts.sch.uk), or telephone - **01992 463214**.

Thank you for your interest in St. Catherine's 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,



**Peter Falconbridge**  
Chair of Governors

# Key Facts and Statistics

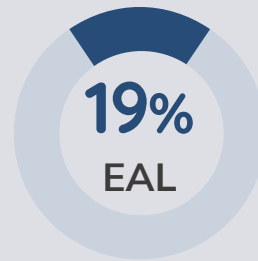
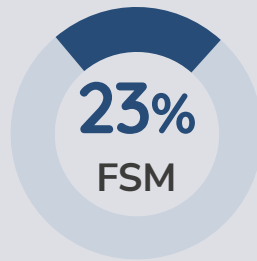
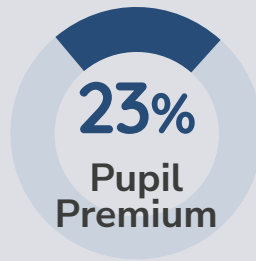
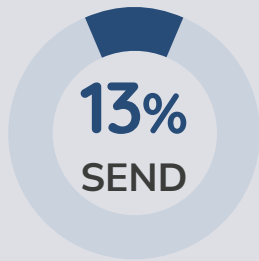
Location:  
Hoddesdon

4-11yrs  
Age Range

355  
Number  
on Roll



RATED **good** in October 2021



Religion: Church of England



# About our School

St Catherine's is located in a residential area, within walking distance to the historic town centre of Hoddesdon, which is situated just off the A10 and within easy reach of J25 of the M25, M11 and A1, making it easily accessible to commuters.

We are proud to serve the local community in being the first and only Church of England Primary School in Hoddesdon. 'Born' from the amalgamation of St Paul's Infants and Haslewood Junior School in 2003, St Catherine's is an almost full, two-form entry Church of England, Voluntary Controlled Primary School. We work closely with our parents, carers and families and have strong links with St Catherine's and St Paul's Parish Church.

As an inclusive school, we provide a high-quality learning experience for all children through a 'hands on' thematic approach. We believe it's important to expose children to real life experiences and have created close links with 'Love Hoddesdon', our local business community. We embed local trips and visits to the surrounding area into the curriculum. This promotes children's curiosity whilst developing their

creativity, confidence, and independence. Pupil voice is actively encouraged, and we create opportunities for children to feedback and to further develop their communication skills. We have an active School Council, and support and develop children to become Play Leaders and Prefects.

As a result, they leave us at the end of year 6 as resilient, resourceful, and independent children equipped with knowledge and aware of opportunities available to them.

We have a stable and talented staff team who are committed and engaged in the ethos of the school, which is reflected in the behaviour of our children. We use restorative justice, focusing on positive reinforcements and rewarding through the house points. Success is shared in celebration assemblies and collective worship.



# Our Values & Ethos

At St Catherine's we strive to provide a caring, positive environment in which all members of the school community, irrespective of age, race, religious beliefs, sexual orientation, gender or disability are encouraged and expected to respect one another. Our vision is rooted in Jesus' teaching in the Sermon on the Mount (Matthew 5, verses 1-16), with a focus on verses 14-16: "You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, **let your light shine** before others, that they may see your good deeds and glorify your Father in heaven. Our newly adopted school motto is **let your light shine** and this embodies all we aim to achieve in terms of pupil progress and wellbeing and underpins how we represent ourselves, as a school, to parents, stakeholders and the wider community.



# Our New Headteacher

We are looking for a Headteacher who is creative, resilient, and forward thinking. Our ideal candidate will share in our vision and ethos to nurture our children, consolidate our strengths whilst focusing on areas of improvement. A leader who has a vision for developing the school whilst continuing to embed existing practices that are working effectively.

## The Successful candidate will be:

- a practising Christian, or someone who is fully committed to the ethos of the Anglican Church
- able to share in our vision and ethos that nurtures the whole child and instils a thirst and love of life-long learning
- a visible, supportive, and approachable leader
- passionate about education and a highly experienced teacher and leader

## In return, we can offer you

- a vibrant, warm and caring community with children who have respect for each other
- engaged and experienced staff who provide a safe and challenging learning environment
- parents/carers who are supportive of their children's learning
- an invested Governing Board, who are proud to be part of a 'Good' school and committed to your continued professional development



# Application Process

## How to apply

This recruitment is managed by HFL Education, in line with the latest guidance on safer recruitment. Please apply online at [www.teachinherts.com](http://www.teachinherts.com) or send your completed application form to: [leadership.recruitment@hfleducation.org](mailto:leadership.recruitment@hfleducation.org) You can also contact us on **01438 544476**.

## Application Form

Applicants must use 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 personal statement, it is important you address each of the requirements in the person specification. Be sure to evidence additional aspects such as training and qualifications together with your background and experience.

## References

Please make sure your referees are aware of your application and that they are able to provide a swift turn around. 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.





# Person Specification

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they meet the initial **essential** criteria under qualifications, knowledge and experience.

It is important to provide examples using the STAR acronym (**s**ituation, **t**ask, **a**ction, **r**esult) relating to the person specification criteria.

Qualifications, knowledge and experience	Essential/ Desirable	Application form	Assessment stage
Degree and Qualified Teacher Status	E	Y	Y
Experience of working with/ teaching in Early Years Foundation Stage, KS1& KS2	E	Y	Y
Recent successful leadership experience as a Headteacher, Deputy headteacher or Assistant headteacher	E	Y	Y
Thorough understanding of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care	E	Y	Y
Experience of leading safeguarding in a school	D	Y	
Be committed to the Christian faith or fully understands the Christian distinctiveness of a Church of England School	E	Y	



School culture	Essential/ Desirable	Application form	Assessment stage
Demonstrates an awareness of the wider education context with an understanding on the distinctive nature of R.E and Collective Worship in a church school	E	Y	Y
Understands the existing relationship between the school and the church and has the ability to articulate a clear vision and provide strategic direction for staff, pupils and the community	E	Y	Y
Proven record of inspiring, enabling, and motivating others, promoting positive and respectful relationships across the school	E		Y
Ensures a culture of high staff professionalism, holds others to account	E		Y
Upholds ambitious educational standards for all pupils	E		Y

Teaching, curriculum & assessment	Essential/ Desirable	Application form	Assessment stage
Clear understanding of the curriculum and how to ensure this can be effectively accessed by all	E		Y
Reviews and monitors progress against agreed, measurable targets	E		Y
Absolute commitment to inclusion and to ambitious expectations for all pupils including those with SEND and higher attainers	E	Y	Y
Knowledge and experience of working with children with SEND across EYFS and Primary phase.	E	Y	Y
Able to understand the needs of children with challenging behaviours and develop strategies to successfully manage this	E		Y
Experience of deploying and managing staff to deliver effective outcomes	E		Y



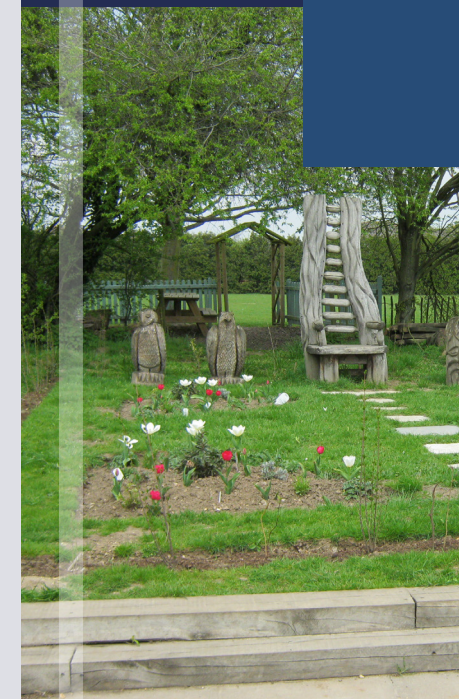
<b>Professional development</b>	Essential/ Desirable	Application form	Assessment stage
Evidence of appropriate and recent professional career development for the role of Headteacher	<b>E</b>	<b>Y</b>	
Has successfully undertaken approved safer recruitment training	<b>D</b>	<b>Y</b>	
Commitment to prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school	<b>E</b>	<b>Y</b>	<b>Y</b>
Successful track record of developing staff through effective performance management	<b>D</b>		<b>Y</b>

<b>Organisational management/ continuous school improvement</b>	Essential/ Desirable	Application form	Assessment stage
Have had active involvement in effective school self-evaluation and development planning	<b>D</b>	<b>Y</b>	<b>Y</b>
Have had responsibility for whole school policy development and implementation	<b>D</b>		<b>Y</b>
Experience of leading change effectively and successfully	<b>D</b>		<b>Y</b>
Clear commitment to promoting health and safety and the wellbeing of children and staff	<b>E</b>		<b>Y</b>
Ability to review and analyse key data to develop evidence-informed strategies for school improvement	<b>E</b>		<b>Y</b>



<b>Working in partnership/ Governance &amp; accountability</b>	Essential/ Desirable	Application form	Assessment stage
Experience of working with stakeholders including governors, school improvement partners, other schools and organisations to improve outcomes for pupils	<b>D</b>	<b>Y</b>	<b>Y</b>
Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility	<b>E</b>		<b>Y</b>
Experience of managing school finances effectively, understanding their contribution to school development and pupil outcomes	<b>D</b>		<b>Y</b>

<b>Personal Qualities/ Ethics and professional conduct</b>	Essential/ Desirable	Application form	Assessment stage
Passion for education, coupled with ability and enthusiasm to see every child fulfil their potential	<b>E</b>		<b>Y</b>
Excellent communication skills, including written communication	<b>E</b>		<b>Y</b>
Visible and approachable, empathetic and enjoys engaging and inspiring children and others	<b>E</b>		<b>Y</b>
Adaptable leadership style, 'hands on' when required, balanced with knowing when to delegate	<b>D</b>		<b>Y</b>
Capacity for sustained hard work with energy and enthusiasm	<b>E</b>		<b>Y</b>
Able to take a dynamic approach to the changing needs of the school population	<b>D</b>		<b>Y</b>



Personal Qualities/ Ethics and professional conduct (continued)	Essential/ Desirable	Application form	Assessment stage
Demonstrates consistently high standards of principled and professional conduct both within and outside school, upholding the <b>Seven Principles of Public Life</b> at all times	E		Y
Upholds fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	E		Y



# Job Description

The Headteacher has 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.

To gain this success, the Headteacher must

- demonstrate consistently high standards of principled and professional conduct both within and outside school
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- always serve in the best interests of the school's pupils
- establish high quality education by effectively managing teaching and learning to realise the potential of all students
- forge a compelling vision to guide the school to its next stage of development
- develop a strategy with our community and other schools to provide clear educational pathways for our pupils as they grow older
- ensure sustainable growth and financial security for the school.

Appointment is subject to the current conditions of employment of Headteachers, contained in the **School Teachers' Pay and Conditions** document, the **School Standards and Framework Act 1998** and all other current education, employment and health and safety legislation.

The post holder is expected to have regard to the **National Standards of Excellence for Headteachers** at all times, as detailed on the following pages.



# 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



# Important Information

<b>Pay range:</b>	£68,576 - £78,454. (L18 – L24)
<b>Start date:</b>	September 2023
<b>Closing date:</b>	Monday 20th February at 9.00am
<b>Shortlisting date:</b>	Friday 24th February 2023
<b>Interview date:</b>	Monday 6th March 2023
<b>School website link:</b>	<a href="http://stcaths.herts.sch.uk">stcaths.herts.sch.uk</a>
<b>Send your completed application:</b>	<a href="mailto:leadership.recruitment@hfleducation.org">leadership.recruitment@hfleducation.org</a>

*St Catherine's (VC) Church of England 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 2022).*

*We welcome applications from all suitably qualified individuals regardless of age, gender, ethnicity or religion.*





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Hertfordshire  
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