

# ABEL SMITH PRIMARY SCHOOL HERTFORD



**Abel Smith**  
**School** Established  
1861



Headteacher Recruitment Pack

Spring term 2024

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# WELCOME FROM THE CHAIR OF GOVERNORS

Dear Applicant,

Thank you for your interest in the role of Headteacher at our school.

Abel Smith is a very popular and heavily over-subscribed one form entry primary school and nursery in the centre of the county town of Hertford. Most of our children live within a 1.5km radius of the school. Our school is over 150 years old and has a strong reputation in the community. We were rated outstanding by Ofsted in 2013 and the school continues to judge itself outstanding. After nearly 5 years with us, our current Headteacher is leaving to take up a new position.

Our school values are Care, Courage & Commitment, and we see this every day in our children and staff. All members of our school community believe that every child should enjoy access to a high quality, adaptive, carefully planned and engaging curriculum. We are proud of our results which are significantly above national in KS1 and KS2 and above average in Early Years.

We are seeking a Headteacher who believes that every child matters, a Headteacher who will work collaboratively and build on the strengths of our school, a Headteacher who will lead, develop and inspire our excellent staff and will take our school to the next stage of development in this ever-changing world. You will have the support of an experienced board of Governors who are fully involved in school life.

The candidate pack should contain all the information that you need, but I would strongly recommend that you visit us to fully experience our wonderful children and school.

Best wishes,

Maddie Waller  
Chair of Governors

# LETTER FROM THE HEADTEACHER

Dear Applicant,

Thank you for taking the time to look at the recruitment pack for the role of headteacher at Abel Smith School. Being the headteacher of Abel Smith has been the privilege of a lifetime. It is a wonderful place to work and will always hold a special place in my heart.

Abel Smith School has a magic about it that makes it a truly special place. The children are amazing and the parents and the local community are very supportive. However, the one part of Abel Smith School that is exceptional is the staff team. They are exceptional in every way and this is what makes Abel Smith the most extraordinary place to work. We are also very fortunate to have a supportive and committed governing body.

Nothing at Abel Smith School is left to chance! Our great teaching and learning is deliberately practiced and worked, it is planned and developed, it is grounded in love and a passion to put the child at the heart of everything we do with courage, care and commitment. Every member of the Abel Smith team holds the school values close to their hearts and as a result, continues the long history of the Abel Smith name.

Please take the opportunity to come and look around and say hello. We are all here to answer questions you may have.

Good luck with your application.

Best wishes,

Daniel Hewitt  
Headteacher

# KEY FACTS & STATISTICS

Location:

*Hertford*

Age range:

*3-11 yrs*

Number on roll:

*229*

17%  
SEND

12%  
Pupil  
Premium

12% Free  
School  
Meals

24.5%  
EAL



Ofsted

*Ofsted rating:*  
Outstanding 2013

# ABOUT OUR SCHOOL

Abel Smith is a happy and popular one form entry primary school and nursery in the vibrant market town of Hertford. This is a lovely place to learn and to work, with a strong community feel and a dedicated, enthusiastic team who consistently work hard to give the very best education, both academically and socially, to our children.

We are very proud of the excellent results our children achieve across all phases, which are significantly above the national average. We are also committed to providing an extensive range of extra-curricular opportunities and offer a wide selection of clubs, from cheerleading to chess, textiles to theatre.

Behaviour across the school is exemplary. Abel Smith is a positive environment where pupils have a positive attitude towards each other and are consistently polite and respectful to adults.

We have a very strong staff and senior leadership team and are able to retain and attract excellent teachers and support staff by ensuring that Abel Smith is a positive place to be. We have a low staff turnover as we work in a collaborative way and try very hard to ensure that everybody feels both valued and supported. We try to help our team be the best that they can be by ensuring appropriate career development and working in partnership with schools in our community, teaching schools and other agencies.

As part of our curriculum, we offer Forest School for all our children from Nursery through to Year 6. Children work alongside staff, sharing their experiences, encouraging them to push boundaries and, most importantly, celebrating their own personal successes along the way.

We also have an extremely supportive parent body. Family attendance at open evenings, parent consultations, end of year performances and information evenings is high, demonstrating strong support for the school and parents' engagement in their children's learning. A group of parents run the fundraising body (PFA) and they make a valuable contribution to the school both in terms of buying resources and running events that bring the community together.



# OUR VISION & VALUES

Our school values are **Courage, Care and Commitment.**

The driving force behind all that happens at Abel Smith is the shared aim of every child enjoying access to a stimulating and engaging education, developing both academically and socially and leaving us as lifelong, independent learners.

Abel Smith has a culture of high aspiration and expectation for each and every child, which enables our children to acquire knowledge, understanding and develop learning throughout the school. The impact of this is that almost all groups of children make outstanding progress. We are very proud of the excellent results our children achieve which are significantly above the national average in both Key Stage 1 and 2. Attainment in our EYFS is also above the national average.

As a school community, we believe:

- Children leave Abel Smith as independent, lifelong learners and prepared for modern life in Britain.
- Children will develop through personalised learning from our enriched and challenging curriculum.
- Children have a meaningful understanding of the global community in which they live and learn.
- Children's learning is developed through the ever-changing world of Information and Communication Technology.



## OUR NEW HEADTEACHER WILL (from the School Council):



- Listen to our current Headteacher about what works well but isn't afraid to make changes.
- Be a bit strict but lots of fun.
- Join in when we are playing games.
- Teach us lessons and be a very good teacher.
- Improve our playgrounds and add exciting new pieces of equipment.
- Organise whole school trips.
- Add more of our artwork to the school walls.
- Continue to run our school council meetings.
- Organise time for us to play board games in school.
- Sing a song with us at the beginning of every assembly.
- Investigate ways to improve our school classrooms.

### As Governors, we are also looking for:

- An inspiring, inclusive and caring team leader.
- Someone with an ability to develop outstanding classroom practitioners alongside a commitment to collaborative leadership.
- Knowledge and ambition to develop an environment where attainment, experience and achievement are maximized for all.
- Someone who understands the challenges facing schools today.
- An exceptional individual who has enthusiasm and drive to build upon our many strengths, and use these along with their own, to take the school community to the next stage of its development in this ever-changing world.



# WHAT WE CAN OFFER

- a positive and supportive environment.
- a dedicated and talented team of staff
- supportive parents and established links with the wider community
- governors who are enthusiastic about helping the school continue to move forward
- hard working and well-behaved children who are passionate about their school
- a school that is committed to safeguarding and promoting the well-being of everyone in our school community



The governors are fully committed to supporting the head teacher and leadership team to continue to provide the very best education and school experience for our children. The relationship between the governors and the leadership team is positive and based upon trust, openness and transparency. The governors provide a robust challenge to the head ensuring that targets are appropriate, that there is a drive for continuous improvement and that the budget is wisely allocated. Governors are well informed and know the school very well.

# 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	*	*
Experience of working with/ teaching in Early Years Foundation Stage/ KS1/ KS2	E	*	*
Recent successful leadership experience as a Headteacher, Deputy headteacher, Assistant headteacher or School Improvement Lead.	E	*	*
Thorough understanding of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care.	E	*	*
Experience of leading safeguarding in a school.	D	*	

<b>School culture</b>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</b>
Demonstrates an awareness of the wider education context.	E	*	*
Ability to articulate a clear vision for the future and provide strategic direction for staff, pupils and the community.	E	*	*
Proven record of inspiring, enabling and motivating others, promoting positive and respectful relationships across the school.	E		*
Ensures a culture of high staff professionalism, holds others to account.	E		*
Upholds ambitious educational standards for all pupils.	E		*
<b>Teaching, curriculum &amp; assessment</b>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</b>
Clear understanding of curriculum and how to ensure this can be effectively accessed by all.	E		*
Reviews and monitors progress against agreed, measurable targets.	E		*
Absolute commitment to inclusion and to ambitious expectations for all pupils including those with SEND and higher attainers.	E	*	*
Knowledge and experience of working with children with SEND across the primary phase.	E	*	*
Able to understand the needs of children with challenging behaviours and develop strategies to successfully manage this.	E	*	*
Experience of deploying and managing staff to deliver effective outcomes.	E		*

<b>Professional development</b>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</b>
Evidence of appropriate and recent professional career development for the role of headteacher.	E	*	
Has successfully undertaken approved safer recruitment training.	D	*	
Commitment to prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school.	E	*	*
Successful track record of developing staff through effective performance management.	D		*
<b>Organisational management/ continuous school improvement</b>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</b>
Have had active involvement in effective school self-evaluation and development planning.	D	*	*
Have had responsibility for whole school policy development and implementation.	D		*
Experience of leading change effectively and successfully.	D		*
Clear commitment to promoting health and safety and the wellbeing of children and staff.	E	*	*
Ability to review and analyse key data to develop evidence-informed strategies for school improvement.	E		*

<b>Working in partnership/ Governance &amp; accountability</b>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</b>
Experience of working with stakeholders including governors, school improvement partners, other schools and organisations to improve outcomes for pupils.	D	*	*
Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility.	E		*
Experience of managing school finances effectively, understanding their contribution to school development and pupil outcomes.	D		*
Able to assimilate and manage financial and other data to achieve sound financial decision-making.	E	*	*
<b>Personal Qualities/ Ethics and professional conduct</b>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</b>
Passion for education, coupled with ability and enthusiasm to see every child fulfil their potential.	E		*
Excellent communication skills, including written communication.	E		*
Visible and approachable, empathetic and enjoys engaging and inspiring children and others.	E		*
Adaptable leadership style, 'hands on' when required, balanced with knowing when to delegate.	E		*
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		*
Demonstrates consistently high standards of principled and professional conduct both within and outside school, upholding the <a href="#">Seven Principles of Public Life</a> at all times.	E		*
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		*

# 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.

# SECTION 1: ETHICS & 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 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 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 relationships 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.



# 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)

You can also contact us on [leadership.recruitment@hfleducation.org](mailto:leadership.recruitment@hfleducation.org) 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.



# IMPORTANT INFORMATION

Pay range: L13-19 Fringe (£64,737 - £74,811)  
Start date: September 2024  
Closing date: Thursday 9<sup>th</sup> May 09:00  
Shortlisting date: Tuesday 14<sup>th</sup> May  
Interview date: Monday 20<sup>th</sup> May  
Visit to the school: Please contact Sian Treasure, Office Manager  
[streasure@abelsmith.herts.sch.uk](mailto:streasure@abelsmith.herts.sch.uk) or call 01992 583244  
School website link: [www.abelsmith.herts.sch.uk](http://www.abelsmith.herts.sch.uk)



*Abel Smith School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check as well as other pre-appointment checks, including an online check, as outlined in Keeping Children Safe in Education (September 2023).*

*To help us meet our high standards and aspirations of a diverse and inclusive workplace, we strongly encourage suitably qualified applicants from all backgrounds to apply and to join us.*