

SHEPHALBURY PARK SCHOOL

Headteacher
Recruitment
Pack

Summer Term



Shephalbury Park
Primary School

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Welcome letter from the Chair of Governors

Dear Applicant,

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

The vacancy has arisen as a result of our current Headteacher moving to an Executive Leadership role, after five years of successful leadership here. Shephalbury Park Primary School is a single form entry school in the heart of Stevenage, which has large grounds and provides an innovative approach to pastoral support and SEND provision. The Governors are proud to be part of this wonderful school.



Shephalbury Park Primary School is the home of The Shephalbury LEARNER, where we build learning attributes throughout the school that are applied consistently by learners and staff alike.

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, and is looking for a Headteacher that will continue to strive for improvement. In recruiting a new Headteacher we are seeking someone who can build on the strong vision and ethos the school has. 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 9.00am Monday 13th May 2024. Shortlisting will be taking place on Thursday 16th May 2024. Interviews are scheduled for Friday 24th May, 2024. To arrange a visit to the school, please contact admin@shephalburypark.herts.sch.uk

Thank you for your interest in Shephalbury Park Primary School.

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

Kindest regards,

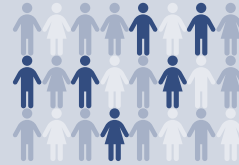
The Governing Board at Shephalbury Park Primary School

Key facts and statistics

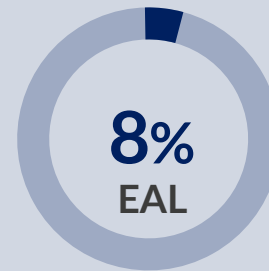
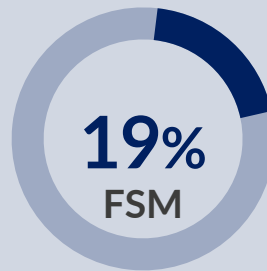
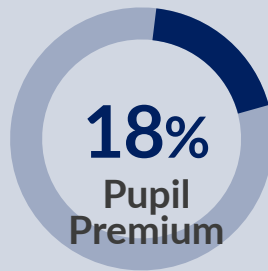
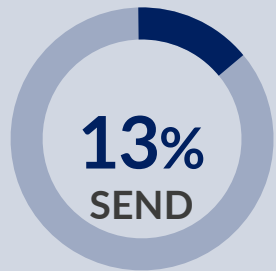
Type of school:
Primary

3-11yrs
Age Range

227
Number
on Roll



Rated **'GOOD'** overall with **'OUTSTANDING'**
grades in Behaviour and Attitudes and Personal Development
OCTOBER 2022



About our school

We are a vibrant one-form entry primary school and nursery nestled in the heart of Stevenage, conveniently accessible from the A1. Our spacious site offers a plethora of attractive outdoor space, providing ample room for exploration and discovery.

At Shephalbury Park, we cultivate a nurturing atmosphere where every child flourishes, fostering a sense of belonging and support. With deep-rooted connections within the community, we strive to create meaningful partnerships that enhance the learning journey of our pupils.

Committed to excellence, we offer exceptional learning opportunities tailored to the diverse needs of all learners. We embrace The Shephalbury LEARNER philosophy, celebrating the unique qualities and contributions of each child. We invite a new Headteacher to join us in shaping a future where every child's potential is realised and cherished.



Our Values & Ethos

The Home of The Shephalbury LEARNER

Our School's Vision and Aims:

At Shephalbury Park, our values are the cornerstone of our educational approach. They permeate every aspect of teaching and learning, creating an environment that nurtures confident and fulfilled young citizens.

Shephalbury Park is not just a school; it is a vibrant community dedicated to the growth and development of each individual pupil. We believe in the integral value of every person who enters our doors, and we are committed to fostering and unlocking their full potential. By equipping children with the necessary skills and support from an early age, we empower them to flourish academically and personally, both throughout their educational journey and in their lives beyond the school gates.

Aims:

At our school, we are dedicated to ensuring that every member of our community experiences:

- Belief in their potential for greatness, fostering a mindset of possibility and ambition.

- Exposure to diverse and enriching experiences, expanding pupils horizons and enhancing their educational journey.
- Valued and respected membership within our learning community, promoting a sense of belonging and inclusivity.
- Empowerment to embrace learning challenges, cultivating resilience and a growth mindset.
- Preparation for future educational endeavours, equipped with the skills and knowledge necessary for success.
- Safety, support, and happiness within our school environment, laying the groundwork for learning and personal development.



Our new Headteacher

What We're Looking For:

- A dynamic Headteacher or existing Deputy Headteacher, Assistant Headteacher, School Improvement Lead, who is ready to take their first step into Headship.
- A leader that sees the value of being part of a school community.
- Driven to ensure all learners have the opportunities to make academic and individual progress.
- Collaborative and distributive leadership approach.
- A team leader with a clear vision and commitment to motivate and develop staff.
- An inspirational, visible, positive, and approachable leader.
- Flexible and resilient in facing challenges.
- Ability to maintain and build effective partnerships.
- Work collaboratively with school governors



What we can offer

- A happy and vibrant setting for learners to thrive.
- Dedicated and skilled staff, strong leadership team, and supportive Governing Body.
- Kind and caring learners.
- Commitment to your professional development.
- Responsive community and supportive parents.



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

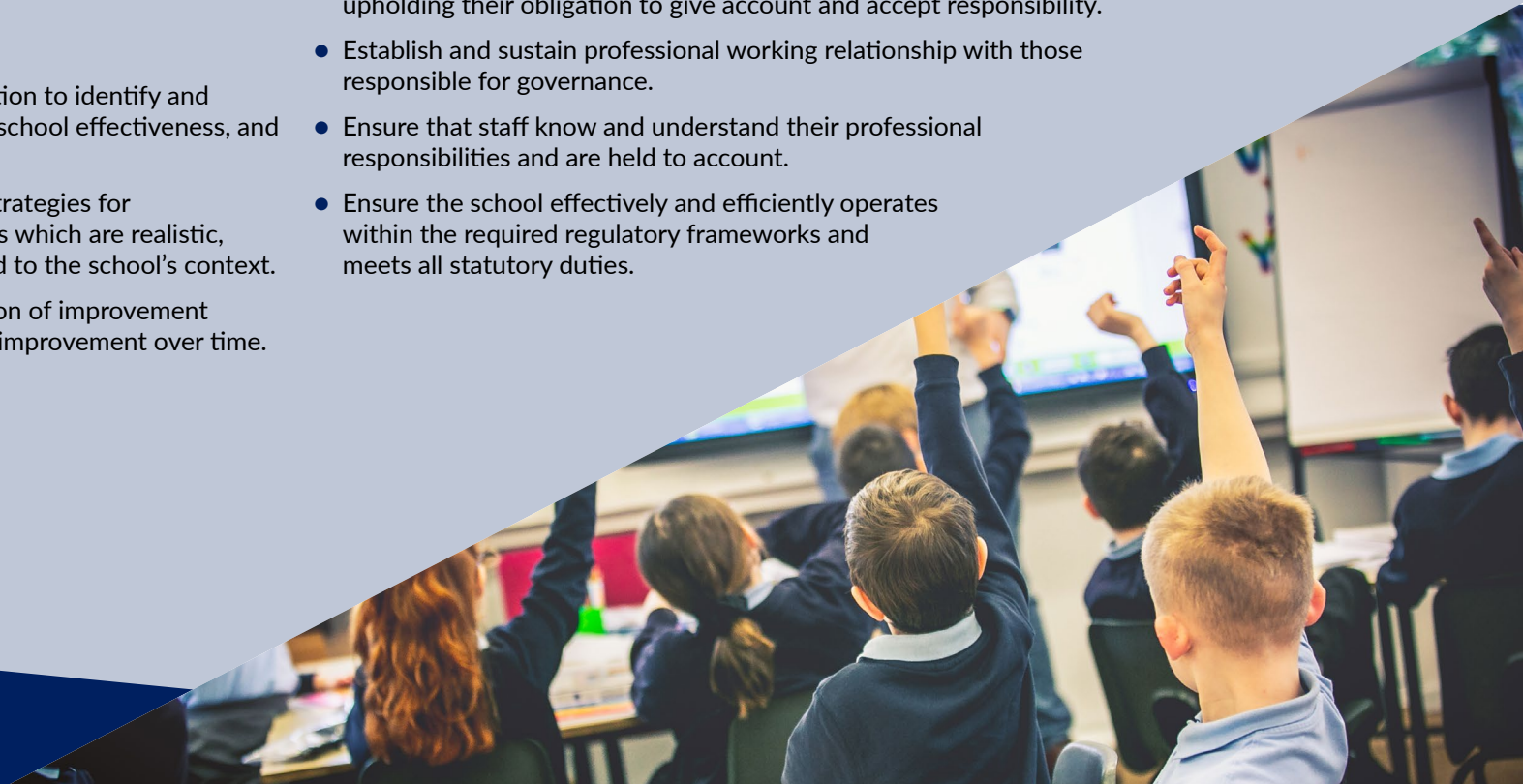
- Make use of effective processes of evaluation to identify and analyse problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately 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.



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 (situation, task, action, result) 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 pupils and staff. | E | ✓ | ✓ |
| Recent successful leadership experience as a Headteacher, Deputy headteacher, Assistant headteacher or School Improvement Lead. | D | ✓ | ✓ |
| 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 | ✓ | |
| Commitment to lead safeguarding policies and procedure in developing a strong and effective safeguarding culture. | E | | ✓ |

| School culture | Essential/Desirable | Application form | Assessment stage |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|
| 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 | | ✓ |

| 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 | | ✓ |
| 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 phases. | 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 | | ✓ |

| Professional development | Essential/ Desirable | Application form | Assessment stage |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------|---------------------|
| 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 | | ✓ |

| Organisational management / continuous school improvement | Essential/ Desirable | Application form | Assessment stage |
|--------------------------------------------------------------------------------------------------------|-------------------------|---------------------|---------------------|
| Have had active involvement in effective school self-evaluation and development planning. | E | ✓ | ✓ |
| 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 | | ✓ |

| Working in partnership / Governance & accountability | 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. | 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. | D | ✓ | |

| Personal Qualities / Ethics and professional conduct | Essential/ Desirable | Application form | Assessment stage |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------|---------------------|
| 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 Seven Principles of Public Life 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 | | ✓ |

Important information

| | |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Pay range: | £66,628 - £76,430(L15 – L21, non fringe) Full time |
| Start date: | September 2024 |
| Closing date: | 9.00am Monday 13th May 2024 |
| Shortlisting date: | Thursday 16th May 2024 |
| Interview date: | Friday 24th May 2024 |
| Visit to the school: | Please contact admin@shephalburypark.herts.sch.uk |
| School website link: | www.shephalburypark.herts.sch.uk |
| Send your completed application form to: | leadership.recruitment@hfleducation.org |

Shephalbury Park 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).

Shephalbury Park School is committed to the aim of ensuring that everyone who applies to work for us receives fair treatment and we positively encourage applications from suitably qualified and eligible candidates regardless of age, disability, race, sex, gender reassignment, sexual orientation, religion or belief, marriage and civil partnership and caring status. We expect all our staff to demonstrate a commitment to advancing equality of opportunity and fostering good relations.

Please note that as part of our move towards mitigating unconscious bias within the recruitment process, applications will be anonymised, and personal details will only be viewed after shortlisting has been completed.

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 or send your completed application form to: 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.





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Hertfordshire
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