

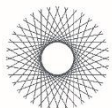
# **WILBURY JUNIOR SCHOOL**

Letchworth Garden City  
Hertfordshire

## **Application Pack: Headteacher**

Start date: April or September 2019

Salary range: £67,008 – £75,735



HERTS FOR  
LEARNING  
**MULTI  
ACADEMY  
TRUST**



## WHAT YOU NEED TO KNOW

1. Welcome from the Chair of the Academy Governing Board
2. Our children
3. Our vision, aspirations and ethos
4. Our staff
5. The Herts for Learning Multi Academy Trust
6. Key information
  - a. Governance
  - b. Ofsted
  - c. School improvement priorities
  - d. Achievement and standards
  - e. Site
  - f. Location
  - g. Working in Hertfordshire
  - h. Contact details
7. Our recruitment process
8. Job Description
9. Person specification



## Welcome from the Chair of the Academy Governing Board

Dear Applicant

### Headteacher at Wilbury Junior School

Thank you for your interest in the role of Headteacher at Wilbury Junior School (WJS), we are delighted that you see our school as one where you can make an impact. We currently have an Interim Headteacher and are now seeking to appoint a forward thinking and inspirational substantive Headteacher to drive up standards and help us to make this the best school it can possibly be. I hope that you find all the information you need within this pack to construct your application.

WJS is in an exciting phase of its journey, having recently joined the Herts for Learning Multi Academy Trust. With the support of the MAT staff and collaboration with other Trust schools, we are confident that the successful candidate will enable WJS to grow into the highly successful school our children deserve. Working within the Trust will provide both the opportunity to lead our school and also to enjoy the wider career opportunities that come from working within a multi-academy trust.

In recruiting a Headteacher we are seeking an optimistic, forward-thinking professional to help shape and share our vision, values and ethos. As governors, we recognise that there are many challenges in the education system and that there are further challenges ahead. By working together, we want to ensure that WJS enables every pupil achieves of his or her best and is supported to do so in an engaging learning environment where all staff have high expectations and a belief that every child can *and will* succeed".

If you think you may have what it takes to drive WJS forward, then please visit us. You will be able to meet the Interim Headteacher, talk with the children and see first-hand what an exciting career opportunity this is.

We will be inviting those applicants shortlisted to attend a selection day on Monday 17<sup>th</sup> December 2018.

To arrange a visit to the school or should you have any questions, please email [admin@wilbury.herts.sch.uk/](mailto:admin@wilbury.herts.sch.uk/) or telephone 01462 620410.

My colleagues and I look forward to meeting candidates at interview ready to take on this important and exciting challenge.

Martin Penny  
**Chair of Governors**



## Our children

The majority of our 300 children at Wilbury live locally and we have enjoyed the continued support of many families over the years.

Wilbury Junior School is a growing school with three forms of entry. The majority of the children come from the Icknield Infant School, which is adjacent to our site. The deprivation index is similar to the national average however the proportion eligible for pupil premium funding is significantly higher. The majority are from White British backgrounds (71%) with the proportions of children from minority ethnic groups, and those whose first language is believed not to be English, being lower than national. A significant proportion of children have special educational needs and/or disabilities and receive support.



We are proud of the work of our pastoral team who do to help all our children, particularly those who face barriers to learning.

## Our Vision and ethos

### Our Motto

Together, Believe, Achieve, Shine

### Our Vision

Lifelong learning through partnership with your community.  
We are passionate in creating a safe nurturing, engaging and fun loving environment, where each individual is confident enough to achieve their goals

### Our Aims

To build brilliance  
Be ready to learn  
Make positive choices  
Creating honesty, trust and respect  
Being unified as a community, learning together  
Recognising our own strengths



## The Herts for Learning Multi Academy Trust (HfL MAT)

The HfL MAT was established at the request of Hertfordshire schools. It received its approval to be a sponsor in December 2016. Wilbury was one of the first to join in September 2017; three further schools followed in January 2018. The Trust's vision is to be one of the one of the highest performing and constantly improving trusts in the country with capacity and capability to support others for the benefit of all children. The new headteacher at Wilbury will be a key player in the development of both the school and the Trust itself.



The HfL MAT will grow to be an inclusive mix of primary secondary and special schools, mainly converter academies plus a smaller number of sponsored academies within a one hour radius of Stevenage.

The Trust is led by Alex Thomas, Chief Executive Officer, and he is supported by a small central team. More information about the work of the MAT can be found at [www.hflmat.co.uk](http://www.hflmat.co.uk). Alex and/or the Academy Improvement Lead, Lynne Wilson-Leary, are happy to have an informal chat about this role and the work of the Trust, please contact them on:

[alex.thomas@hflmat.co.uk](mailto:alex.thomas@hflmat.co.uk)

[lynne.wilson-leary@hflmat.co.uk](mailto:lynne.wilson-leary@hflmat.co.uk)

The Trust will achieve its vision by bringing together a range of unique schools, each with their own ethos, strengths and areas for development to work together, learn together and succeed together, in achieving the very best outcomes for every single child in every single academy. The Trust's objective is to, 'Work together, learn together and succeed together'

The Trust is the employer of all our staff.



## Governance

The Governors work collaboratively with the Academy Leadership Team and Trust to promote and develop the school vision. Their role is a strategic one and they act as a 'critical friend' supporting the work of the Interim Headteacher and other staff. Our Governors work very hard for the development of successful learning at Wilbury. In addition to full Academy Governing Board meetings there are three committees:

- Curriculum and Standards
- Finance and Resources
- Human Resources

The Academy Governing Board provides strategic oversight of the Academy's budget. They support the Headteacher in deciding how many and what types of staff to employ, which type of equipment to replace or upgrade and what the priorities are for implementing new strategies and initiatives. The Governors play an important role in monitoring the school's progress.

## Ofsted and Inspection

As a new school Wilbury Junior School has no formal Ofsted designation. The predecessor school, was inspected in March 2016. It was graded 'requires improvement'

<https://files.api.ofsted.gov.uk/v1/file/2562442>

A monitoring visit in November 2016 stated that the school was taking effective action to improve the standard of education.



Outcomes in 2017 and 2018 identify that there is still a lot to be done to raise standards and make this the fantastic school the community and children deserve.

## Strategy and priorities

Colleagues from the Central Trust team have been working closely with the Interim Headteacher and senior leaders in school. Our priorities for 2018/19 are focused on improving the quality of teaching and learning and the impact of leadership and management.







## Achievement and standards

Results in 2017 at the predecessor school were below the Government's floor standard. Key Stage 2 data in 2018 was also disappointing in terms of the proportion of pupils reaching the expected standard in reading, writing and mathematics combined and the associated progress measures for the core subjects. 31% of pupils met the standard in all three subjects in 2017 and 2% at the higher standard.

We think that raising achievement is an exciting challenge for the new Headteacher. There is the opportunity to appoint a new Deputy Headteacher and shape the leadership team into one that can rapidly develop Wilbury Junior School and realise its potential.



## Academy Site



The site is well maintained and this is seen, rightly, as a priority. There are two adjacent blocks: an older 1940s single storey building and a newer two-storey block completed in the 2000s.

The Trust is working with the school to deliver a project to improve the exterior panels on the original 1940s building which would enhance both the visual look and its thermal qualities.

The Academy benefits from playing fields and large playgrounds. Parking is available and sufficient for all staff and visitors.

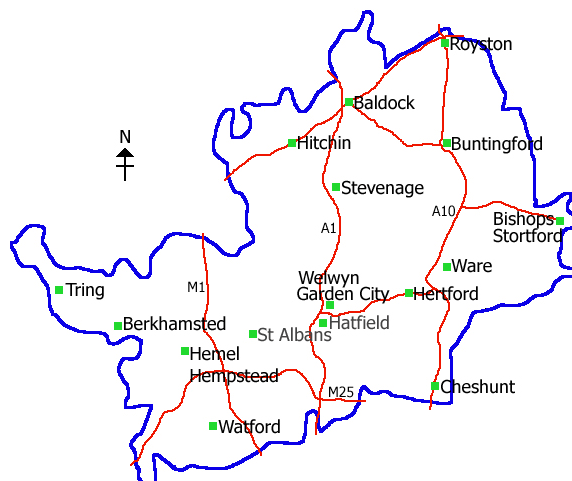
## Financial Position

Like all schools, we are managing our budget closely. We have two experienced colleagues who manage the day-to-day finances and monitor contracts closely. In 2017/18 Wilbury Junior School's income was £1.33m and the school has a modest brought forward balance. A portion of the total budget is retained by the MAT and this pays for a range of services and school improvement support.



## Location

Letchworth Garden City is located in the north of Hertfordshire. [Wilbury Junior School](#) is close to the centre and easily accessible from the A1M. The railway station is on a main line into Kings Cross Station, London (approximately 35 minutes). Car parking is available at the school.



## An Introduction to Hertfordshire

Hertfordshire is one of the highest performing education authorities in England and schools consistently achieve standards well above national averages. Not only is Hertfordshire a fantastic place to teach, it is a desirable setting to have a family and educate your own children.

Hertfordshire lies across major road and rail routes connecting London to the Midlands, The north of England and Scotland. In addition, as one of the Home Counties, many towns in Hertfordshire form part of the London commuter belt. Some of the country's major roads run through Hertfordshire and it is also very well served by public transport links with four national railway lines passing through the county; the rail network enables travel to all 4 corners of the country as well as into Central London every day.

## Contact details

(Interim) Headteacher, Mrs C Tuff	<a href="mailto:head@wilbury.herts.sch.uk">head@wilbury.herts.sch.uk</a>
Office and other queries:	<a href="mailto:admin@wilbury.herts.sch.uk">admin@wilbury.herts.sch.uk</a>
Website:	<a href="http://www.wilbury.herts.sch.uk">www.wilbury.herts.sch.uk</a>
Address:	Wilbury Junior School Bedford Roads, Letchworth Garden City, Hertfordshire, SG6 4DU
Telephone:	01462 620410





## How to Apply

### Timetable for selection

Closing date: **Sunday 9<sup>th</sup> December 2018, midnight**

Shortlisting: **Tuesday 11<sup>th</sup> December**

Interviews: **Monday 17<sup>th</sup> December 2018**

To arrange a visit to the school or should you have any questions, please email [admin@wilbury.herts.sch.uk](mailto:admin@wilbury.herts.sch.uk) or telephone 01462 620410.

For an informal chat about the role and the work of the Trust, please contact Alex Thomas, Chief Executive Officer or Lynne Wilson-Leary or the Academy Improvement Lead on: [alex.thomas@hflmat.co.uk](mailto:alex.thomas@hflmat.co.uk); [lynne.wilson-leary@hflmat.co.uk](mailto:lynne.wilson-leary@hflmat.co.uk) .

### Referees

**Who is providing your references?** Please supply at least two professional references, one to be your current or most recent employer. References will be taken up on **all candidates** selected for interview.

**Please send your completed application form to:**  
[leadership.recruitment@hertsforlearning.co.uk](mailto:leadership.recruitment@hertsforlearning.co.uk)

**Any questions, call the leadership recruitment team on 01438 845785**

**We look forward to receiving your application!**

**Wilbury Junior School, part of the HfL Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. This post will require an Enhanced Disclosure and Barring Service check (DBS).**



## Job Description

### Main purpose of role

Overall responsibility for providing leadership for the school to secure its success and continuous improvement, ensuring high quality education for all its pupils and improved standards of teaching and learning in line with statutory requirements.

### This Job description reflects the national standards of excellence for Head Teachers 2015

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.

### The Duties and Responsibilities

The *National Standards of Excellence for Headteachers* are set out in four domains,

- Qualities and Knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

There are four 'Excellence as Standard' domains. Within each domain there are six key characteristics expected of the nation's Headteachers.

### Domain One

#### *Qualities and knowledge*

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.



## **Domain Two**

### ***Pupils and staff***

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

## **Domain Three**

### ***Systems and process***

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.



## Domain Four

### *The self-improving school system*

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education



## Person Specification Criteria

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Qualifications and Knowledge				
Qualified teacher status	E	✓		
Degree or Equivalent	E	✓		
Professional Development				
Evidence of appropriate professional development for the role of Headteacher	E	✓		
Evidence of recent leadership and management professional development	E	✓		
Has successfully undertaken appropriate Child Protection training/Designated Senior Leader training (if not: a willingness to complete the training)	D	✓		
Has successfully undertaken approved 'safer recruitment' training (if not: a willingness to complete the training)	D	✓		
Whole School Leadership and Management Experience				
Recent successful leadership as a highly effective Head or Deputy Headteacher	E	✓	✓	✓
Evidence of impact on improving provision and outcomes for pupils	E	✓	✓	
An active involvement in school self-evaluation and development planning	E	✓	✓	
Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact	E	✓	✓	
Experience of leading change effectively and successfully	E	✓	✓	



Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Evidence of excellent communication and dialogue with the parent body	E	✓	✓	
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil achievement	D	✓	✓	
Have had responsibility for whole school policy development and implementation	E	✓	✓	
Experience or working with all stakeholders, including governors and school improvement partners	E	✓	✓	
Absolute commitment to safeguarding	E	✓	✓	✓
Evidence of commitment to promoting health and safety and the welfare of children	E	✓	✓	✓
Commitment to an inclusive approach and improving outcomes for every child	E	✓	✓	✓
Ability to understand the needs of vulnerable children and develop strategies to address their barriers to learning	E	✓	✓	✓
Knowledge and experience of working with children with autism	D	✓		
Successful track record of developing the performance of staff through effective performance management	E	✓		
<b>Leadership Skills</b>				
Ability to articulate a clear vision for the future	E		✓	
Proven record of inspiring, enabling and motivating others to succeed	E	✓	✓	✓





Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Able to delegate and effectively achieve outcomes and provide development opportunities for staff	E	✓	✓	✓
Excellent communication skills, including written and verbal communication skills (inc. with the local community)	E	✓	✓	
Ability to build effective relationships with staff, parents, governors and other stakeholders inc. HfL MAT Headteachers	E	✓	✓	
<b>Personal Qualities</b>				
A genuine passion for education, coupled with the ability and enthusiasm, to see every child fulfil their potential	E	✓	✓	✓
Leads by example with integrity and resilience	E	✓	✓	✓
Visible and approachable, empathetic and enjoys engaging with children, staff, parents and the wider community	E		✓	✓
Demonstrates resilience whilst also showing compassion in dealing with issues	E		✓	✓
Flexible leadership style, beings 'hands on' when required balanced with knowing when to delegate	E	✓	✓	✓
Demonstrate 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	✓	✓	✓
Desire to work collaboratively and share responsibility for outcomes for children across the Multi Academy Trust	E	✓	✓	