

# Greenfields Primary School



## Headteacher Application Pack

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# Welcome from our Chair of Governors



Dear Applicant,

Thank you for your interest in the role of Headteacher. We are delighted that you see Greenfields as a school where you can make an impact. We know that our school will provide an outstanding opportunity as you seek to make the next step in your career. You will see from our recent Ofsted inspection that the school has many strengths, yet does need to make further improvements in several areas, including leadership. In recruiting a Headteacher we are seeking someone to drive these improvements whilst maintaining our current ethos and vision.

The Governors recognise that there are many challenges in the education system and that there are further changes ahead. By working together, we want to ensure that Greenfields successfully addresses these challenges and continuously improves the outcomes for all its children and staff. If you think you have what it takes to drive Greenfields forward then please come and visit us, speak to the current interim Head and talk with the children.

We will be inviting those applicants short-listed to attend an interview day on Wednesday 3<sup>rd</sup> October 2018. We will share more details about the interview day in due course.

To arrange a visit to the school or should you have any questions, please email at, [David.Ray@greenfields.herts.sch.uk](mailto:David.Ray@greenfields.herts.sch.uk)  
My colleagues and I look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new leadership challenge.

Yours faithfully,

*David Ray*

Chair of Governors



# About our school

Located within a residential area in the heart of Watford Hertfordshire, Greenfields Primary School is a single form entry community school. We have happy and enthusiastic pupils, supportive parents, a strong SLT and governing body, committed and able teaching and support staff. We have a total number of 29 staff.

At Greenfields we embody our school vision and values by:

- Creating a caring community that values learning and recognises the rights of everyone whatever their background or beliefs, to be able to access a rich and stimulating curriculum.
- Offering everyone the opportunity to develop the confidence and skills needed to become an active and successful learner for life.
- Valuing all aspects of a child's development equipping them with the life skills to continue learning, achieving, succeeding.



## Key facts and statistics

Type of school: Community

Location: Ellesborough Close, Watford, Herts WD19 6QH

Age Range: 3 to 11 years

Co-Educational or Single Sex: Co-educational

Number of Children: 190

% of children with SEND: 19%

% of children with English as an additional language: 20%

% of children on Free School Meals: 9%

% of children in receipt of Pupil Premium: 15%









# We would like our new Headteacher to be:

- Forward thinking, innovative and creative
- Committed to raising standards and bringing about the required changes to make an impact on teaching and learning
- A leader who will relish turning challenging situations into positive outcomes and take robust decisions in the best interests of our pupils.
- An aspiring leader with a strong vision to drive improvements whilst maintaining our current ethos and vision.
- An educationalist, with high expectations and proven leadership skills to support, motivate and inspire staff and to communicate a clear vision and direction for our school.





# Our School's Vision & Values

## Vision and Values

To create a caring community that values learning and recognises the rights of everyone whatever their background or beliefs to be able to access a rich and stimulating curriculum.

To offer everyone the opportunity to develop the confidence and skills needed to become an active and successful learner for life.

To value all aspects of a child's development equipping them with the life skills to continue learning, achieving, succeeding.

To recognise differences treating each person equally with dignity and respect.

To provide clear effective role models for behaviour and learning.





## Our School's Aims

- To have a welcoming school, where children and adults are happy, enthusiastic and motivated to explore and experiment in a caring atmosphere of trust and co-operation.
- To build a sense of pride in our school and promote an awareness and involvement of its place in the lives of our families and the wider local community and involve our families and the community in the life of the school.
- To promote high standards in both expectations and achievements where everyone works to the best of their abilities and individual success is recognised and celebrated.
- To develop a team spirit based on professionalism and good communication in the partnership between parents, staff, pupils, governors and the wider community.
- To establish strong relationships based on the acceptance of our differences treating each person equally with dignity and respect.
- To provide clear effective role models for behaviour and learning.



# Key responsibilities

## 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 Headteachers 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 4 domains:

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

Within each domain there are key characteristics expected of the nation's Headteachers; some of these have been expanded to give a more comprehensive description of the role at Greenfields Primary School.





## ***Domain 1 - Qualities and knowledge***

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for Early Years, Key Stage 1 and Key Stage 2 pupils.
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 across the school - 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 vision and drive the strategic leadership, empowering all pupils and staff to excel.

## ***Domain 2 - 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 across the school through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design for this age range.
3. This is likely to include an understanding of spaces to play and outdoor learning to enrich curriculum opportunities and pupils' well-being.
4. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within the school, drawing on and conducting relevant research and robust data analysis.
5. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
6. Hold all staff to account for their professional conduct and practice.
7. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

## ***Domain 3 - Systems and processes***

1. Ensure that the school's systems, organisation and processes are well considered, are 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 across the school, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the school governing body 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 across the school, 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 4 - Self-improving school system***

1. Create an outward-facing school 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

Please ensure that you provide evidence relating to the person specification. A candidate will only be considered for shortlisting and move forward for the subsequent person specification sections if they meet all 5 areas within the qualifications and knowledge section.

It is important to provide examples using the STAR acronym (**S**ituation, **T**ask, **A**ction, **R**esult) relating to the person specification criteria. This will be evidenced via Application (A), Interview (I) and/or References (R).

Criteria	Essential or desirable	A, I or R
Qualifications and Knowledge		
Qualified Teacher Status	E	A
Degree or equivalent	E	A
Has successfully undertaken appropriate Child Protection training / Designated Safeguarding Lead training	E	A

Criteria	Essential or desirable	A, I or R
Qualifications and Knowledge		
Commitment to safeguarding	E	A
Knowledge and understanding of Early Years Foundation, Key Stage 1 and Key Stage 2	E	A

Criteria	Essential or desirable	A, I or R
<b>Professional Development</b>		
Evidence of recent, successful and appropriate development experience to prepare for a post at this level	E	A, I, R
Knowledge and understanding of Early Years Foundation, Key Stage 1 and Key Stage 2	E	A, I, R
Evidence of recent leadership and management professional development	E	A, I, R
Has successfully undertaken appropriate Child Protection Training/Designate Safeguarding Lead Training	E	A
<b>Leadership Skills</b>		
Ability to articulate a clear vision for the future	E	I
Proven record of inspiring, enabling and motivating others to succeed	E	A, I, R

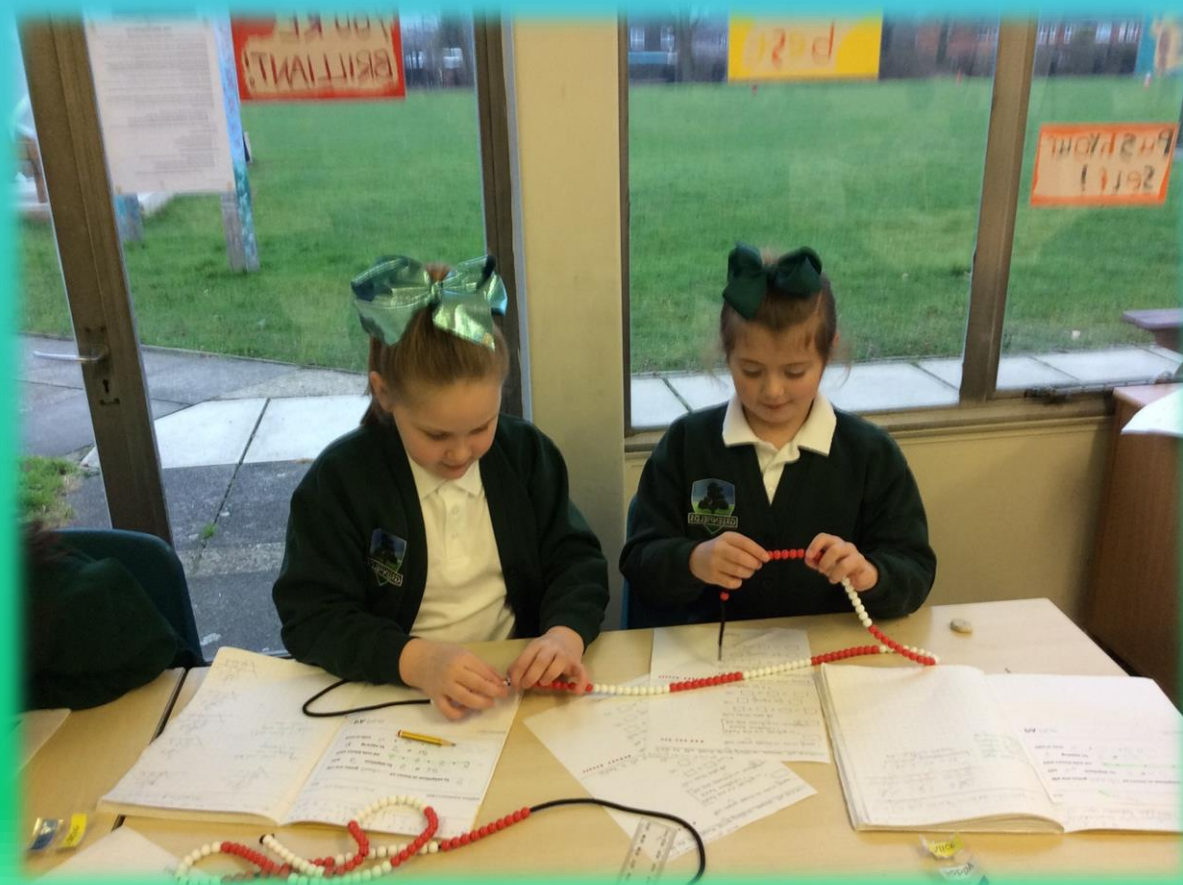
Criteria	Essential or desirable	A, I or R
<b>Leadership Skills</b>		
Able to delegate and effectively achieve outcomes and provide development opportunities for staff	E	A, I, R
Excellent communication skills, including written and verbal communication skills and experience of different media outlets, including social media for professional use	E	A, I
Ability to build effective relationships with senior leaders, staff, parents, governors and other stakeholders	E	A, I
Ability to demonstrate use of research to inform whole school CPD and develop best practice	D	A, I
Able to demonstrate what a self-improving school would look like	D	A,I



Criteria	Essential or desirable	A, I or R
<b>Whole School Leadership &amp; Management Experience</b>		
Recent, successful leadership as a highly successful Head, Deputy or school improvement lead	D	A, I, R
Has led whole school self-evaluation and development planning	E	A, I
Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact	D	A, I
Evidence of excellent communication and dialogue with the parent body	D	A, I
Has experience of interpreting whole school data sets and putting systems in place to gain improvement	D	A, I
Experience, working knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil achievement	E	A, I
Have had responsibility for whole school policy development and implementation	D	A, I
Experience or working with stakeholders including governors and school improvement partners	E	A, I

Criteria	Essential or desirable	A, I or R
<b>Whole School Leadership &amp; Management Experience</b>		
Absolute commitment to safeguarding	E	I, R
Evidence of commitment to promoting health and safety and the welfare of children	E	I, R
Absolute commitment to inclusion	E	A, I, R
<b>Personal Qualities</b>		
A genuine passion for educating children, coupled with the ability and enthusiasm, to see every child fulfil their potential	E	A, I, R
Leads by example with integrity and resilience	E	A, I, R
Visible and approachable, empathetic and enjoys engaging with children, staff parents and the wider community	E	I, R
Demonstrates resilience whilst also showing compassion in dealing with issues	E	I, R

Criteria	Essential or desirable	A, I or R
<b>Personal Qualities</b>		
A people person who actively enjoys communication with the different stakeholders in the school community (including listening to and inspiring children, staff, parents and the wider community)	E	I, R
Natural networker able to engage effectively within school and the wider community	E	I, R
Flexible leadership style, being 'hands on' when required, balanced with knowing when to delegate	E	A, I, R
Demonstrates a capacity for sustained hard work with energy and enthusiasm	E	I, R



## Important dates and information

Leadership range	£52,730 – 60,341
Pay range	L12 – L18
Start date	1 <sup>st</sup> January 2019
Closing date	Monday 24 <sup>th</sup> September 9am
Shortlisting date	Tuesday 25 <sup>th</sup> September
Interview date	Wednesday 3 <sup>rd</sup> October

Visit the school – contact Chair of Governors	Email: <a href="mailto:David.Ray@greenfields.herts.sch.uk">David.Ray@greenfields.herts.sch.uk</a>
Visit the school website	<a href="http://www.greenfields.herts.sch.uk">http://www.greenfields.herts.sch.uk</a>
Visit the Teach in Herts website	<a href="http://www.teachinherts.co.uk">www.teachinherts.co.uk</a>
Send your completed application form to	<a href="mailto:leadership.recruitment@hertsforlearning.co.uk">leadership.recruitment@hertsforlearning.co.uk</a>
Any questions, call the leadership recruitment team	01438 845785

*Greenfields Primary School 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).*



# Completing your application pack

*Please ensure that you provide evidence relating to the person specification. A candidate will only be considered for shortlisting and move forward for the subsequent person specification sections **if** they meet **all** 5 areas within the qualifications and knowledge section.*

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

## Application Form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those in recent years which have helped to prepare you for headship.

## Person Specification and Personal Statement

When writing your responses it is really important you address each of the requirements in the person specification.

Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

## Covering letter

You may also wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

## References

Please make sure your referees are aware of your application and that they are able to provide a swift turn round. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your last Headteacher or Chair of Governors.



