



Moss Bury Primary School
Where achievement has no limits!

HEADTEACHER APPLICATION PACK

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Welcome from our Chair of Governors



Dear Applicant

Thank you for expressing an interest in the opportunity to become Headteacher of Moss Bury Primary School and Nursery. We are delighted that you see Moss Bury as a school where you can make an impact. We know that our community will provide an outstanding opportunity as you seek to make the next step in your career.

In recruiting a Headteacher the Governors are looking for a confident, enthusiastic and inspirational leader. We seek someone who can bring energy and vision to work with the Governing Board and share our vision and ethos. We 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 Moss Bury maintains its wonderful learning environment for every pupil, inspiring them to achieve their full potential. As a school we need to prepare proactively for the school to thrive in an uncertain future.

If you think you have what it takes to drive Moss Bury Primary School forward, please come and visit us, speak to the staff and children. Informal visits to the school can be arranged before the closing date by contacting Jayne Pinner, School Business Manager on jayne.pinner@mossbury.herts.sch.uk

Thank you for your interest in Moss Bury Primary School. My colleagues and I look forward to meeting and interviewing motivated candidates, who are interested in taking on this important and exciting new challenge.

Yours faithfully

Pat Edwards

Chair of Governors

About our school

- Moss Bury is a one and a half-form entry school catering for children aged 3-11 years including a part-time nursery.
- The school is situated near central Stevenage with extensive grounds and a wonderful outdoor environment.
- We have our own unit for children with Hearing Impairments, one of only 2 primary units in Hertfordshire. Specialist trained staff cater for up to 6 hearing impaired children from reception to year 6.
- We are committed to supporting each child so that they are part of a fully inclusive and exciting community.
- At Moss Bury Primary School, we value the individuality of all of our children. We are committed to giving every child in our school, regardless of race gender ,faith, culture or attainment, the opportunity to reach their potential.



Our Values



At Moss Bury, all children and staff are proud to lead our lives based on four core values. These influence our behaviour all the time, both in and out of school.

Our four key values are:

Hard Work

- We recognise that hard work is the key to success in all walks of life. With hard work, it is not a case of if but a case of when we achieve our goals.

Honesty

- We make sure that we tell the truth in both good and bad moments in our lives. This allows us to develop trust between our peers and our teachers.

Love of Learning

- Above all, we love to learn new things. Whether we are taught by our teachers or we are inspired to find out about something new for ourselves, we know that learning is the key to understanding the world.

Kindness

- We try to ensure that all our decisions are informed by and rooted in a desire to be kind. We are well aware of the impact that this has on our relationships with others.

Key facts and statistics

Type of school: Primary Maintained

Location: Webb Rise, Stevenage, Hertfordshire, SG1 5PA

Age Range: 3 to 11 years (including part time nursery)

Co-Educational or Single Sex: Co-educational

Number of Children: 361 on roll

Ofsted Rating: Good

% of children with SEND: 10%

% of children with English as an additional language: 5%

% of children on Free School Meals: 11%

% of children in receipt of Pupil Premium: 16%





We would like our new Headteacher to be:

- A confident, enthusiastic and inspirational leader with a strong vision to work with the Governing Body and SLT to drive improvements whilst maintaining our current ethos and vision ensuring the best outcomes for the children and the school.
- Committed to raising standards to make an impact on teaching and learning
- 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.
- Able to build relationships with all our staff, parents, stakeholders and the local community.



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; some of these have been expanded to give a more comprehensive description of the role at Moss Bury Primary School.



Domain 1 - 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, the diocese 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. Effectively communicate the school's 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 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. 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.
7. Maintain an ethos in which individuals feel valued and where personal endeavour and responsibility are encouraged and embedded within the school and wider community.
8. Create and maintain an effective partnership with parents and carers to support and improve pupils' achievements and attainment.

Domain 3 – Systems and Processes

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.

1. 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.
2. 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.
3. 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.
4. 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.
5. 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 - The self-improving school system

1. Create an outward-facing school which work with other schools and organisations especially our link infant school, 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	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/Designate Safeguarding Lead Training	E	✓		
Has successfully undertaken approved safer recruitment training	E	✓		
Able to understand and interpret financial and pupil data and use data to inform decision making	E	✓	✓	

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Leadership Skills				
Ability to articulate a clear vision for the future	E		✓	
Proven record of inspiring, enabling and motivating others to succeed	E	✓	✓	✓
Able to delegate and effectively achieve outcomes and provide development opportunities for staff	E	✓	✓	✓
Excellent communication skills, including written and verbal communication skills	E	✓	✓	
Ability to build effective relationships with staff, parents, governors and other stakeholders	E	✓	✓	

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Whole School Leadership and Management Experience				
Recent successful leadership as a highly successful Head, Deputy or school improvement lead	E	✓	✓	✓
Have taken 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	D	✓	✓	
Experience of leading change effectively and successfully	D	✓	✓	
Evidence of excellent communication and dialogue with parents	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	D	✓	✓	
Experience of working with 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	✓	✓	✓
Absolute commitment to inclusion	E	✓	✓	✓
Knowledge and experience of working with children with SEND	E	✓	✓	✓

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Whole School Leadership and Management Experience				
An ability to understand the needs of children with challenging behaviours	E	✓	✓	✓
A willingness to work collaboratively with linked infant school	E	✓	✓	✓
Successful track record of developing the performance of staff through effective performance management	E	✓		
Personal Qualities				
A genuine passion for educating young children, 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		✓	✓
A strong communicator who is able to listen and engage with all stakeholders, (including listening to and inspiring children, staff, parents and the wider community)	E		✓	✓
Adaptable leadership style, being ‘hands on’ when required balanced with knowing when to delegate	E	✓	✓	✓
Demonstrates 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	✓	✓	✓

Completing your application pack

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.



Important dates and information

Leadership range	L14 – L20
Pay range	£55,064 - £63,806
Start date	September 2019
Closing date	Monday 14 th January at 9am
Shortlisting date	Thursday 17 th January
Interview date	Friday 25 th January

Visit the school website	http://www.mossbury.herts.sch.uk/
Visit the Teach in Herts website	www.teachinherts.co.uk
Send your completed application form to	leadership.recruitment@hertsforlearning.co.uk



Moss Bury 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).