



South Hill Primary School

Headteacher Candidate Pack

'Building Character, Learning Together'

Contents



Welcome from Chair of Governors	Page 3
About our school	Page 4
Our Vision	Page 5
Key facts and statistics	Page 6
Our new Headteacher	Page 8
Job Description	Page 9-11
Person specification	Page 13-15
Completing your application	Page 16
Important dates and information	Page 17



Welcome from our Chair of Governors



Dear Applicant

Thank you for the interest you have shown in the role of Headteacher at South Hill Primary School. We are delighted that you are considering applying to lead our well-loved school.

South Hill Primary School is a vibrant, creative, forward-thinking school that has, over the last few years, expanded and developed into a two-form entry school, and which boasts extensive and exceptionally well-equipped grounds. As a Governing Body we are proud to be part of this wonderful school; its position in the heart of our town roots our school at the very centre of our local community, from which it benefits greatly. We have a committed, high quality staff team and our pupils are proud to support 'The South Hill Way'. Children at South Hill are well-mannered, have a huge appetite for learning and describe their school as a 'creative, safe and happy' environment.

Over the last two years we have seen a rapid improvement in the school and in September 2018 Ofsted judged our school to be 'Good'. We continue to make great strides in consolidating our strengths and addressing our focus areas for improvement. We are very proud to have gained the Wellbeing Award and look forward to being accredited with the Artsmark Award in the near future.

In recruiting a new Headteacher we are seeking someone who can commit to, and invest in, leading our motivated team in our school's journey towards excellence. Our Headteacher will challenge every child to be the very best they can be and embrace the school's motto of 'Building Character, Learning Together'.

The closing date for applications is 22nd November. Shortlisting will take place on 26th November. If you wish to discuss the role please contact Chair of Governors, Hans Peters, at chair@southhill.herts.sch.uk. For further information about our school, please visit our website. To arrange a visit to the school, please contact Emma Weston (01442 402127) admin@southhill.herts.sch.uk

Yours faithfully

Hans Peters

Chair of Governors
On behalf of the Governing Body

About our school



South Hill Primary School is a two-form entry school, which reached full capacity in September 2019. It is set in beautiful grounds in the heart of Hemel Hempstead. We have two playgrounds, a large field and a Celtic Learning Village.

Our goal is to develop a lifelong love of learning in our children and to ensure they leave our school as well-rounded individuals. Our creative curriculum provides them with relevant skills and knowledge to enter their secondary education full of enthusiasm, confidence, and self-worth.

We recognise the uniqueness of every child and are committed to helping each and every one of our pupils to reach their full potential so that they are able to face the challenges and opportunities that lay ahead of them.





Our Vision

Our school builds the leaders of tomorrow; young people who are happy, resourceful, reflective, caring and resilient; who develop a lifelong love of learning; and who celebrate diversity, collaboration and excellence in all aspects of our school community.





Key facts and statistics

Type of school: Primary Maintained

Location: Heath Lane, Hemel Hempstead, Hertfordshire, HP1 1TT

Age Range: 4 to 11 years

Co-Educational or Single Sex: Co-educational

Number of Children: 416 (September 2019)

Ofsted Rating: Good (September 2018)

% of children with SEND: 10%

% of children with English as an additional language: 18%

% of children on Free School Meals: 13%

% of children in receipt of Pupil Premium: 15%







Our new Headteacher

- A confident, enthusiastic and inspirational leader, who will continue to build on current successes.
- A resilient leader with high expectations and proven leadership skills to support, motivate and inspire staff.
- A visionary leader to work with our Governing Body and SLT to continue to drive improvement and deepen relationships within our 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 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 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 South Hill Primary School.



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.



'Building Character, Learning Together'



Person Specification

Person specification and personal statement: A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they **meet the first 7** of the qualifications, knowledge and experience and professional development sections. It is important to provide examples using the STAR acronym (situation, task, action, result) relating to the person specification criteria

Ensure to evidence additional aspects such as training and qualifications together with your background and experience.

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Qualifications, Knowledge and Experience				
QTS	E	✓		
Degree or Equivalent	E	✓		
Commitment to and experience of working with Early Years Foundation Stage KS1 and KS2 pupils and staff	E	✓		
Recent successful leadership as a Head, Deputy or School Improvement Lead	E	✓		
Has current training for Child Protection and Designated Safeguarding Lead and has successfully undertaken the role within the school setting	E	✓		
Professional Development				
Evidence of appropriate and recent professional career development for the role of Headteacher	E	✓		
Evidence of recent leadership and management operational training and development	E	✓		
Has successfully undertaken approved safer recruitment training	D	✓		

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	✓	✓	✓
Demonstrates excellent communication skills, including written and verbal communication	E	✓	✓	
Ability to build effective relationships with staff, parents, governors and other stakeholders	E	✓	✓	
Whole School Leadership and Management Experience				
Has taken an active involvement in effective 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	✓	✓	
Able to listen and engage with stakeholders including parents in a range of ways on a daily basis or as a lead on specific projects	E	✓	✓	
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil outcomes	D	✓	✓	
Have had responsibility for whole school policy development and implementation	D	✓	✓	
Experience of working with stakeholders including governors, school improvement partners and external agencies / companies	E	✓	✓	

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Absolute commitment to safeguarding	E	✓	✓	✓
Evidence of clear 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 SEN (e.g. autism) across the primary and nursery phases	E	✓	✓	✓
An ability to understand the needs of children with challenging behaviours and develop strategies to successfully manage this	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 demonstrates resilience	E	✓	✓	✓
Visible and approachable, empathetic and enjoys engaging and inspiring children, staff parents and the wider community	E	✓	✓	✓
Demonstrates resilience whilst also showing compassion in dealing with issues	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 form

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 that you address each of the requirements in the person specification.

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

This should be no more than 2 pages.

Covering Letter

A covering letter is not required.

References

Please make sure your referees are aware of your application and that they are able to provide a swift response. 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

Pay Range	£60,664 to £69,989
Start Date	April or September 2020
Closing Date	Friday 22 nd November at 9am
Shortlisting Date	Tuesday 26 th November, 2019
Interview Date	Monday 2 nd December, 2019

Visits to the school	To arrange a visit to South Hill please contact the school on 01442 402127 or by email admin@southhill.herts.sch.uk
Visit the school website	https://www.southhill.herts.sch.uk/
Visit the Teach in Herts website	https://www.teachinherts.com/
Send your completed application form to	Leadership.recruitment@hertsforlearning.co.uk

We support flexible working arrangements

South Hill Primary 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). Appointment to this post is subject to an enhanced Disclosure and Barring Service check as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2019).



'Building Character, Learning Together'