



Rye Park Nursery School

'Nurturing every child to fulfil their potential'

Headteacher Candidate Pack

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## Welcome from the Chair of Governors



Dear Applicant

Thank you for your interest in the Headteacher role at Rye Park Nursery School. I hope you find this information pack a useful introduction to our school. We are delighted that you see yourself as a person who can lead and continue to improve our school and we know that this position will provide an outstanding opportunity for you.

The vacancy has arisen as a result of our current Head obtaining a position in a larger Nursery School after 5 years of successful leadership.

Rye Park Nursery School is located within the heart of the local community and has a long history of supporting children and families.

The Governors are proud to be part of an 'outstanding' school. We believe that a key part of this success are the strong links and relationships that have been developed between staff, pupils, parents and the broader school community.

In recruiting a new Headteacher we are seeking someone who can shape and share our vision. We are seeking a Headteacher who has the enthusiasm, drive and energy to maintain our ethos of "never standing still" by always looking to improve outcomes for our children and families.

Cont..../

## Welcome from the Chair of Governors cont..../



The closing date for applications is Monday 24<sup>th</sup> February 2020 at 9am. Shortlisting will be taking place on Thursday 27<sup>th</sup> February with interviews on Wednesday 4<sup>th</sup> March 2020.

For further information about our school please visit our website at [www.ryepark.herts.sch.uk](http://www.ryepark.herts.sch.uk)

If you wish to discuss the role please contact Chair of Governors, Wendy Wright at [wrightwendy@ryepark.herts.sch.uk](mailto:wrightwendy@ryepark.herts.sch.uk) to arrange a convenient time.

To arrange a visit to the school, please contact the current Headteacher Helen Ackerman at [head@ryepark.herts.sch.uk](mailto:head@ryepark.herts.sch.uk)

Thank you so much for your interest. My colleagues and I look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge. We wish you the best with your application and look forward to meeting you.

Yours faithfully

Wendy Wright

Chair of Governors





## About Rye Park Nursery School



Rye Park Nursery School provides nursery education for 2- 5 year olds. We also offer 30 hours free early education for eligible working parents. We take up 120 places in the nursery and 48 places in the pre-school including a combination of funded two year olds and fee paying families.

Rye Park Nursery School is a wonderful place for young children to learn. The staff at Rye Park are deeply committed to working with our families to ensure that children learn in the best possible way and achieve strong outcomes.

The team are very well qualified and have extensive experience in early education. The children make excellent progress in this exciting and supportive setting.

Based in Hoddesdon, Hertfordshire, the school has fantastic facilities both inside and outside which help children to develop a range of skills through a rich and exciting curriculum.





## Our Vision

*'Nurturing Every Child To Fulfil Their Potential'*

## Our Values

*Playing together, Learning Together, Achieving Together*



## Our Aims



- To provide an environment which enables our children to make the transition from home to school with increasing confidence and develops the partnership between home and nursery.
- To provide a safe, secure and happy environment where our children have the time and support to reach their full potential.
- To encourage the development of the children's self confidence and self-esteem. Where all children are seen as an individual with equal opportunities, and are supported by praise and encouragement.
- To provide a wide range of active learning experiences through which our children are stimulated, intrigued and motivated to explore.
- To strengthen the children's independent learning through perseverance and self motivation.
- To promote and extend the children's communication skills; developing language, reasoning and listening.
- To develop the children's gross and fine motor physical skills. Providing every opportunity for the children to strengthen, extend and gain control over their physical movements.
- To be observant of any child's changing needs and to liaise with all the necessary support services to ensure the safety and sound development of each child.
- To develop the children's moral and cultural awareness and an appreciation of the needs of others and their wider environment.
- To encourage the children's creativity, aesthetic awareness and imitative play, through a variety of medium.
- To evaluate children's progress, by observation and interaction.
- Through monitoring, to actively support the child to the next stage of their learning and development.



## Key Facts and Statistics



**Type of school:** Community Nursery School

**Location:** Walton Road, Hoddesdon, Hertfordshire, EN11 OLN

**Age Range:** 2 - 5 years

**Number of Children:** 120 place nursery aged children and up to 48 places for 2 year olds.

**Ofsted Rating:** Outstanding

**% of children with SEND:** 35%

**% of children ethnic minority:** 12%

**% of English with an additional language:** 7%

**% of children in receipt of EYPP:** 14%

## Our New Headteacher



- A creative and collaborative leader who is passionate about Early Years Education and securing excellent outcomes for our children.
- Will have the ability to build relationships with pupils, parents, staff and our community.
- Will be a leader who is energetic and focused in their leadership of the children.
- Will ensure our children make excellent academic progress in all areas whilst committed to developing the whole child.
- Will be happy to undertake the national award for SEN coordination to enable you to fulfil the role of SENCO.



## What we can offer you



- Lovely children who are a delight to teach and eager to learn.
- A dedicated, hard working team who continually strive for excellence.
- A committed and supportive board of governors.
- A wonderful setting with excellent outdoor provision and facilities.
- To undertake the New Headteacher Induction programme or tailored CPD for an experienced Head.









## 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 Rye Park Nursery School.

## Job Description



### **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.

## Job Description



### 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 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, qualifications together with your background and experience within the personal statement.

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Qualifications, Knowledge and Experience				
Qualified Teacher Status	E	✓		
Degree or Equivalent	E	✓		
Commitment to and experience of working with Early Years Foundation Stage, 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	✓		



## Person Specification and Personal Statement



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				
Have 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	✓	✓	

## Person Specification and Personal Statement



Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Whole School Leadership and Management Experience (Cont..../)				
Experience of working with stakeholders including governors, school improvement partners and external agencies / companies	E	✓	✓	
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 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



Pay Range	£52,445 to £60,664
Start Date	April or September 2020
Closing Date	Monday 24 <sup>th</sup> February 2020 at 9am
Shortlisting Date	Thursday 27 <sup>th</sup> February 2020
Interview Date	Wednesday 4 <sup>th</sup> March 2020

Visits to the school	To arrange a visit to the school, please contact the current Headteacher Helen Ackerman at <a href="mailto:head@ryepark.herts.sch.uk">head@ryepark.herts.sch.uk</a>
Visit the school website	<a href="https://www.ryepark.herts.sch.uk/">https://www.ryepark.herts.sch.uk/</a>
Visit the Teach in Herts website	<a href="https://www.teachinherts.com/">https://www.teachinherts.com/</a>
Send your completed application form to	<a href="mailto:Leadership.recruitment@hertsforlearning.co.uk">Leadership.recruitment@hertsforlearning.co.uk</a>

*Rye Park Nursery School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2019).*



