



"Engage, Explore, Thrive"

**Headteacher Candidate Pack
December 2020**

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Information for Candidates

Pay Range	£66,900 - £77,307 (L19 – L25)
Start Date	September 2021
Closing Date	Friday 15 th January 2021 at 9am
Shortlisting Date	Wednesday 21 st January 2021
Interview Date	Wednesday 3 rd and Thursday 4 th February 2021 (remote and onsite)

Visits to the school	Please telephone the school office (01992 582765) and talk to Mrs Naomi Murray
Bengeo School website	https://www.bengeo.herts.sch.uk/
Teach in Herts website	https://www.teachinherts.com/
Applications to be sent to	Leadership.recruitment@hertsforlearning.co.uk

Bengeo Primary 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 2020).

Information for Candidates

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

Covering letter

You may 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 will be your last Headteacher or Chair of Governors.

Welcome from the Chair of Governors

Dear Applicant

Thank you for your interest in the position of Headteacher at Bengéo Primary School. The post will become available in September 2021 when our excellent Headteacher, Julie Starkiss, will be retiring.

Julie’s six years at Bengéo School have been extraordinarily successful and she leaves the school at an exciting time for her successor. The school is popular with parents and is over-subscribed. As I am sure you find when you visit us, that the extensive grounds and buildings are bright, welcoming and an excellent place for children to learn. The budget is healthy thanks to good financial management and oversight by Julie along with office staff and Governors. In June 2016 Ofsted judged Bengéo to be Good in all categories, since when the Senior Leadership team, under the guidance of Julie and Sarah Potts, our Deputy Head, have led the staff in the changing curriculum and Ofsted framework. Following an Ofsted Pilot in 2019 (asked for by Bengéo School), the school have worked extensively on the curriculum with all Subject Leaders creating overviews and the knowledge that children need to know and remember, along with cross-curriculum application. All Subject Leaders are proactive in monitoring the curriculum and the quality of education.

Julie and the Senior Leadership Team have worked extensively over the last few years identifying and encouraging leadership at all levels within the school. Focussing on the sometimes un-tapped skills and talents of Staff and Children, as well as Governors and Parents, this has encouraged greater innovation, ownership, and involvement. This in turn has led to a distributive leadership model within the school which motivates and develops staff. There is also a great emphasis on Continued Professional Development. As a school this is an area that we would like to see continue and grow by Julie’s successor as Headteacher.

Welcome from the Chair of Governors

The Governing body is extremely proud of the school, its excellent team of dedicated staff and its well-behaved and enthusiastic children. We are a community school which enjoys the respect of local people who visit it in large numbers on Bengo Day, when the Bengo Parents’ Association regularly raises several thousand pounds of useful additional funding.

Whoever becomes our new Headteacher will have the full support of the staff, the pupils and the Governing Body. If you are considering applying, please visit our school web-site. Even with the current COVID-19 restrictions, I urge you to visit the school itself, as I know that you will be impressed. Please telephone the school office (01992 582765) and talk to Mrs Naomi Murray, one of our Administrators (and Clerk to the Governors), who will arrange for you to be shown around.

On behalf of the Governing Body, thank you again for your interest in the position of Headteacher at our school. We look forward to receiving your application.

Yours sincerely

Mark Smith
Chair of Governors

Bengeo Primary School

Bengeo Primary School is situated in Bengeo on the northwest edge of the county town of Hertford. Bengeo retains a village feel whilst being part of the wider town, with the school at the heart of the community. Bengeo is mostly surrounded by countryside and is on a rise between the River Beane and River Rib overlooking Hartham Common.

Our school is a friendly, caring school for children aged between three and eleven. We firmly believe that each child is exceptional and has their own unique set of talents. We are a hard-working staff who aim to nurture those talents. We believe that children learn best when they are in an environment which encourages self-expression, investigation, creativity and independence. We aim to provide the greatest possible education to enable every child to achieve their very best at school within a safe and caring environment.

At Bengeo School we actively promote the values, virtues and ethics that underpin the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

Parents are the most important people in a child’s life and we are proud of our excellent relationships with parents, working together to ensure the best possible outcomes for all children in the school.

Please follow this link for a virtual tour of our school:

[Bengeo Virtual Tour Final v1.mp4 - Google Drive](#)

Vision, Ethos and Values

Vision

Our vision is to enable pupils to appreciate and acquire knowledge and skills that will support them as lifelong learners. Our values underpin all we do. We hope that these values will help pupils participate and contribute as responsible, tolerant and supportive citizens.

Ethos

We seek to create a school that provides a stimulating education that is balanced, fulfilling and fun.

We believe that the most successful school is a place where everyone is valued. We work together and aspire to be the best we can.

School Motto



“Engage, Explore, Thrive”

All teaching at Bengoe Primary School is underpinned by core values. Values are important because they guide the way we behave, the decisions we make and the actions we take. Values help us to lead positive, happy lives which help us to be tolerant and supportive of each other.

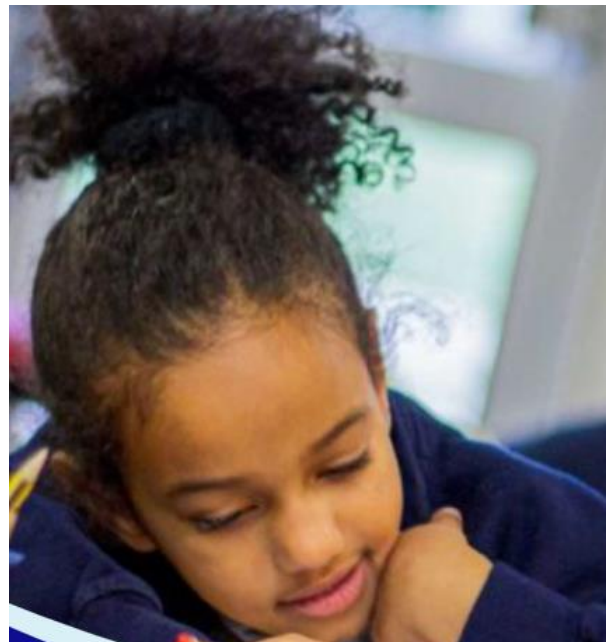
Key Facts and Statistics

- Type of school: Community Maintained
- Location: The Avenue, Bengoe, Hertford, Hertfordshire, SG14 3DX
- Ofsted rating: Good
- Age range: 3-11 years
- NOR: 460
- % of children with SEND: 9%
- % of children in receipt of Pupil Premium: 7%
- % of children entitled to Free School Meals: 7%
- % of children with English as an additional language: 7%



Our New Headteacher

- An innovative and dynamic leader with the ability to motivate and inspire others.
- A leader who will maintain and enhance the positive ethos of the school.
- An individual who knows what excellence looks like and can lead and inspire us in the next phase of our school’s development.
- A leader who can work with us to build our whole learning community.
- A great communicator who can build rapport with children, parents, staff and governors. A person who creates an inclusive, aspirational learning culture for all whilst responding effectively to change and challenge.



We can offer you

- A happy, safe, welcoming and healthy environment where enthusiastic children learn, are respected and valued.
- A dedicated, motivated, positive staff team who are keen to embrace new ideas whilst strengthening the quality of teaching and learning, with a particular emphasis on Continual Professional Development.
- An exciting new challenge to lead Bengo Primary on its journey towards sustained excellence.
- The opportunity to build on relationships with parents and the local community.
- The opportunity to join an open minded Governing Body who will support the development of the school and Headteacher.



Job Description

Main Purpose of Role

Overall responsibility for providing leadership to 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.

These standards reflect the national standards of excellence for headteachers 2020.

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers should uphold and demonstrate the [Seven Principles of Public Life](#) at all times;

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Job Description

Headteachers uphold public trust in school leadership to maintain high standards of ethics and behaviour both within and outside school:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils’ vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school’s pupils
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Job Description

Section 2: Headteachers’ standards

1. School culture

- establish and sustain the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

Job Description

3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school’s behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

Job Description

5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

- ensure staff have access to professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, which is consistent with the approaches laid out in the standard for teachers’ professional development
- ensure that professional development opportunities draw on expert provision from beyond the school

Job Description

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

- make use of effective processes of evaluation to identify and analyse problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Job Description

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Person Specification

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	Tasks	References
Qualifications, Knowledge and Experience					
Qualified Teacher Status	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	✓			

Person Specification

Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
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	✓			
Leadership Skills					
Ability to articulate a clear vision for the future	E	✓	✓	✓	
Proven record of inspiring, enabling and motivating others to succeed in an inclusive environment	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 the wider school community	E	✓	✓	✓	✓

Person Specification

Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
Whole School Leadership and Management Experience					
Have taken an active involvement in effective school self-evaluation and development planning	E	✓	✓		
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	✓	✓		
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 wellbeing 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	✓	✓		

Person Specification

Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
Whole School Leadership and Management Experience Cont..../					
Supportive and encouraging of continued professional development (CPD) and wellbeing of staff and their own CPD and wellbeing.	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	✓	✓		
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

Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
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 an ability to challenge people and resolve performance and relationship 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	✓	✓	✓	✓



“Engage, Explore, Thrive”

Bengeo Primary School
The Avenue
Bengeo
Hertford
Hertfordshire
SG14 3DX

