



MARY EXTON

MARY EXTON PRIMARY SCHOOL

INSPIRATIONAL - CREATIVE - CARING



Co-Headteacher Candidate Pack September 2021



MARY EXTON

Contents

Information for Candidates	Page 3 - 4
Letter from the Chair of Governors	Page 5 - 6
Our School	Page 7
Our vision and values	Page 8
Our curriculum	Page 9
Key information	Page 10
Our New Co-Headteacher	Page 11
What we can offer you	Page 12
Job Description	Page 13 - 18
Person Specification	Page 19 - 24





MARY EXTON

Information for Candidates

Pay Range	£59,581-£68,347 (L15-21) Pro rata 0.5 FTE
Start Date	January or April 2022
Closing Date	Tuesday 12 th October 2021 (noon)
Shortlisting Date	Thursday 14 th October 2021
Interview Date	Tuesday 19 th October 2021

Visits to the school	Please make an appointment by contacting Leigh-Anne Beel (Office Manager) on admin@maryexton.herts.sch.uk
School website	www.maryexton.herts.sch.uk
Teach in Herts website	Teach in Herts
Applications to	Leadership.recruitment@hertsforlearning.co.uk

Mary Exton 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 2021).

To help us meet our high standards and aspirations of a fully diverse and inclusive workplace, we strongly encourage suitably qualified applicants from all backgrounds to apply and to join us.



MARY EXTON

Information for Candidates

Application Form

Applicants must use 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 personal statement it is 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.

References

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



MARY EXTON

Welcome from the Chair of Governors

Dear Prospective Applicant,

Thank you for your interest in the post of Co-Headteacher at Mary Exton Primary School. We are delighted that you see our school as somewhere that you can have a positive impact.

We wish to appoint an outstanding professional, who will work in partnership with our present headteacher to build on the strong foundations already in place and develop areas of school life that have been identified for further improvement.

Mary Exton is an inclusive school that is an integral part of our local community catering for children from Reception to Year Six. We have a hard working, dedicated, well-motivated and happy team of staff, who provide a broad and balanced curriculum, and a high level of pastoral care for the children for whom they are responsible.

We value close relationships with our families and the community. We are very proud that our school was nominated for the Partnership School of the Year Award in the [Families First Awards 2020/21](#) and we won first place! This was in recognition of the strong partnerships forged with our families and professionals and to celebrate all the exceptional work and support our school has provided in what has been the most challenging of years! By working together, we aim to ensure that all children build on their enthusiasm and zest for life and grow into keen, independent learners, who are able to confidently approach the next stages of their education.



MARY EXTON

Welcome from the Chair of Governors

We have a dedicated Governing Board who take an active part in school life as well as ensuring that the school remains a safe environment. ***The Governing Board is committed to safeguarding the welfare of children in its care and expects all staff and volunteers to share this commitment. We follow safer recruitment practice and appointments are subject to satisfactory DBS certification and references.***

As a Governing Board we are keen to support and develop the school's leadership at a time of change and challenge in education. As a Hertfordshire school, we are able to draw on the support available from both the LA and the Advisory Service, Herts for Learning, which is a schools' company.

We encourage you to visit our school to discover first-hand the surroundings and enthusiastic learning environment that we can offer you.

Please contact our school's office manager, Leigh-Anne Beel (Office Manager) on admin@maryexton.herts.sch.uk if you have any queries and to arrange a visit. The closing date for applications is noon on **Tuesday 12th October** and interview date is **Tuesday 19th October**.

We look forward to meeting you and receiving an application from you.

Yours faithfully,

Karen Gordon
Chair of Governors



MARY EXTON

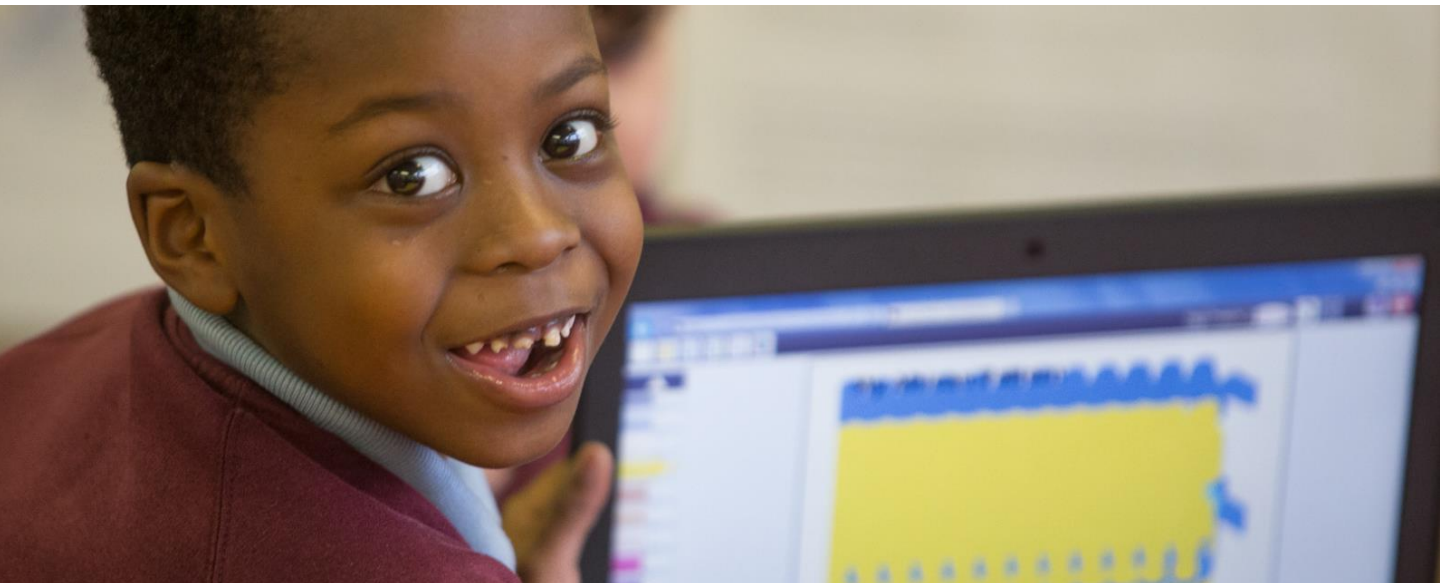
Our school

Mary Exton is a one form entry primary school in the market town of Hitchin. The school caters for around 210 children between the ages of four and eleven.

We believe every member of the Mary Exton community has a valuable contribution to make to the life of the school and we encourage everyone to take advantage of the learning opportunities offered. We strive to develop a culture of mutual respect between all children and adults.

From the time children enter Reception, they are encouraged to become independent, enjoy their learning and take risks in an atmosphere of safety and support. By the time the children leave in Year 6 we aim to ensure they have had the opportunity to develop and grow into responsible, caring young adults within a climate of respect, warmth and understanding.

It is so difficult to encapsulate the energy and enthusiasm of a working school here, so please also take a look at our [virtual tour](#) and [online introduction](#).





MARY EXTON

Our vision and values

Our Context

Hitchin

The name of the town is associated with the small river that runs through it: the River Hiz (pronounced "Hitch"). The Hicca Way is an eight-mile walking route along the River Hiz Valley, believed to have been used for trade between the Danes and English in the Anglo-Saxon age. It is also likely that Hitch Wood, which lies some half a dozen miles south of the town also derives its name from the Hicce tribe, who gave their name to Hitchin. Hitchin is notable for St. Mary's Church, which is remarkably large for a town of its size. The size of the church is evidence of how Hitchin prospered from the wool trade. It is the largest parish church in Hertfordshire.

Hitchin benefits from good transport links to both London and the East of England and since the close of the 20th century, Hitchin had become a satellite dormitory town for London. There has been significant expansion of housing in the town in the last 30 years however, this currently seems to have slowed. House prices remain high for the area. Hitchin has a higher average age than the rest of Hertfordshire. Hitchin has a fairly strong Sikh community.

Mary Exton

Mary Ann Exton (1834-1904) is the namesake of the school. Whilst there is limited information about her, it is believed she was a Quaker living in the area of our school and was known for her caring nature and charitable work. At Mary Exton the children's social and emotional wellbeing is given equal priority to academic achievement. Our children come from a diverse range of cultural backgrounds. BME/EAL children form approx. 40% of the total school and this percentage has steadily increased in recent years. There are 20 different languages spoken. Most parents have high aspirations for their children and in line with this many children benefit from enrichment outside of school with large numbers learning martial arts, music, dance and gymnastics, swimming, tennis etc. The school has a relatively low percentage of PP children with usually under 15% and approx..1% being Child Looked After. Approximately 16% of children are considered to have Special Educational Needs and approx. 2% have an Educational Health Care Plan. Demands for wrap around care are high and the school provides thriving breakfast and afterschool facilities.



Our Vision and Core Values

To provide a nurturing environment, recognising individuality and empowering children to reach their full potential.

Inspirational

Creative

Caring

Our Mission

Our inspirational, creative and caring school community aims to develop enthusiastic, independent and aspirational learners. Through meaningful learning experiences, we equip children to ask questions, value differences and overcome barriers.



MARY EXTON

Our curriculum

Curriculum Intentions

This sets out the intentions for every subject within our curriculum. It identifies the high expectations that we have for our curriculum and forms the basis from which the curriculum evolves. A separate curriculum intentions statement exists for our Early Years curriculum.



Long Term Curriculum Map

This sets out the high level progression of key concepts/topics across all subjects in every year group. It also outlines enrichment and cross-curricular opportunities to ensure that children are provided with access to an evolving 3D curriculum that equips them with the knowledge and cultural capital they need to succeed in life.



Medium Term Plans

These are provided termly (or half termly where appropriate), for each subject in each year group. They identify specific 'Learning Intentions' and key concepts and knowledge to be taught during that topic/unit. The plans include relevant vocabulary as well as details of cross-curricular writing. They also outline enrichment opportunities including those which facilitate fundraising for each class' chosen charity.



Provision for Personal Development

At Mary Exton we fully understand the importance of the wider curriculum and we aim to provide all children with the cultural capital they will need to be effective citizens in the future. Our provision for personal development is mapped out in a separate document but is closely linked to the long term curriculum map and medium term plans.



MARY EXTON

Key information

Type of school:	Community
Ofsted rating:	Requires improvement
Age range:	4-11
Number of children:	173
% of children with SEND:	23%
% of children in receipt of Pupil Premium:	18%
% of children entitled to Free School Meals:	18%
% of children with English as an additional language:	20%





MARY EXTON

Our new Co-Headteacher

We are looking for an inspirational, creative and caring leader to work in partnership with our existing Headteacher.

You will:

- be passionate about inspiring young people to develop their learning potential and possess a desire to maintain and progressively build upon the school's existing caring and nurturing ethos
- have empathy with young people and their educational needs along with a commitment to inclusivity and a passion for raising standards
- have a resilient personality with proven leadership qualities to maintain the motivation and development of the teaching team
- be confident in collaborating and working with the Governing Board to implement a clear strategic vision for the school
- strongly build on the across-the-board improvements implemented by our existing team and evidenced by our school improvement partner visits
- be able to think creatively, identifying new initiatives to improve school performance and status
- have a willingness to be a visible, positive and approachable presence around the school, fostering a collegiate spirit throughout the community and engage with other schools and colleges to promote better education for all in the community
- have the skills, focus and drive necessary to identify and implement continued school improvement and possess energy and creativity to drive innovation at the same time as maintaining existing practices that are working effectively



MARY EXTON

We can offer

- a welcoming and positive school with children who are ready and willing to learn
- a dedicated, talented and hard-working staff who are highly motivated to provide our children with stimulating, challenging and memorable learning experiences
- a school community which thrives on close relationships with our families (we received Partnership School of the Year Award in the Families First Awards 2020/21)
- a commitment to your continued professional development
- a strong leadership team
- a supportive group of governors
- a commitment to staff wellbeing
- a gold standard accredited Early Years setting
- a friendly school set in pleasant grounds located in a desirable Hertfordshire market town with close links to London



MARY EXTON

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



MARY EXTON

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



MARY EXTON

Job description

Establish and maintain a working relationship with your Co-Headteacher, in order to meet the Headteachers' standards listed below:

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



MARY EXTON

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



MARY EXTON

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



MARY EXTON

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



MARY EXTON

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



MARY EXTON

Person specification

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they **meet the first 4** of the Qualifications, Knowledge and Experience section. 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 Senior Leader or School Improvement Lead	E	✓			
Experience of Designated Safeguarding Lead and has successfully undertaken the role within the school setting	D	✓			



MARY EXTON

Person specification

Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
Professional Development					
Evidence of appropriate recent professional career development for the role of Headteacher	D	✓			
Evidence of recent leadership and management operational training and development	D	✓			
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		✓	✓	✓



MARY EXTON

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	D	✓	✓		✓
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	D	✓	✓		



MARY EXTON

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.	D	✓	✓		✓
Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact	E	✓	✓		✓
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	✓	✓		✓



MARY EXTON

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		✓	✓	✓



MARY EXTON



MARY EXTON PRIMARY SCHOOL

INSPIRATIONAL - CREATIVE - CARING

St Michaels Road, Hitchin, Hertfordshire, SG4 0QA