



Head of School Recruitment Pack 2023/2024



HEARTS ACADEMY TRUST

HEARTS

HAPPINESS, ESTEEM, ACHIEVEMENT, RESPECT AND RESPONSIBILITY, TRUTH, SPIRITUALITY AND SERVICE

HEARTS Academy Trust is a company limited by guarantee. Registered as a company in England and Wales, registered number 7851097.
Registered office: HEARTS House, 2 Mount Road, Wickford, Essex SS11 8HE



Stambridge
Primary School and Nursery



HEARTS Academy Trust

Dear Applicant

Thank you for your interest in the position of head of school at HEARTS Academy Trust.

HEARTS Academy Trust is an education charity that has a proven track record of school improvement and transforming schools. We are seeking to appoint a head of school at Hilltop infant school based in Wickford, Essex.

The post is a key appointment that will deliver hugely positive life chances for our pupils in their studies and personal development. The appointment provides the opportunity to join a dynamic, friendly, innovative and dedicated team, where you will undertake the day-to-day leadership of the school, under the direction of the executive headteacher.

We are looking for an outstanding, dedicated and ambitious professional who will add value to our academy both in and outside the classroom, and who is eager to develop their future capacity as a leader.

The HEARTS Academy Trust is an innovative employer. You will be joining a highly supportive and ambitious organisation, working alongside like-minded professionals including our CEO, deputy CEO, executive headteachers, heads of school, teaching staff, support staff, catering and caretaking teams. Each member of our team plays a pivotal role in providing our pupils with the best possible education to achieve their full potential.

This is an exciting and very rewarding time for HEARTS, and we look forward to receiving your application.

If you would like an informal discussion about working for HEARTS, about this role or would like to arrange a visit, please contact Louise Allbury, Trust Business Manager: l.allbury@heartsacademy.uk.

If you want to work for an organisation with children at its heart, this vacancy could be for you.

Yours faithfully



Debbie Rogan OBE
Executive Head and CEO

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The role of the head of school

Heads of school occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve.

The values and ambitions of the head of school determine the achievements of schools. They are accountable for the education of current and future generations of children.

Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Heads of school lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high-quality continuous professional development for staff.

They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain.

Heads of school, together with those responsible for governance, are guardians of the nation's schools.

The overview below should be seen in conjunction with the National Standards for heads of school which are the expected outcomes for all heads of school working within HEARTS schools.

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Job Description

The main responsibilities will be to ensure that all pupils are given the opportunity to achieve their full potential across the curriculum. We expect our heads of school to focus time and energy on learning and teaching and the development of high-quality practitioners in their school. Heads are recruited for their high-quality teaching and understanding of pedagogy as well as their firm commitment to improving the life chances of their pupils.

As a head of school, you will be expected to demonstrate high-quality teaching, successful outcomes for pupils and an ability to coach others successfully (including support staff). You will also have an exceptional understanding of the primary curriculum. You will know how to research and develop best practices, work at a pace and inspire others in the endless goal to do better for our pupils so that they can do better and lead lives now and in the future that puts learning and achievement at the heart of what they do.

Purpose of Post

- To work collaboratively across the school.
- To improve teaching and learning across the academy so that outcomes are outstanding overall.
- To promote the raising of aspiration and achievement within GLD, Maths and English in particular.
- To lead a highly aspirational school which holds pupils at the heart of all that it does.
- To support staff and give them the confidence to improve and develop.
- To add expertise, capacity and subject and leadership expertise to the school.
- To move the overall effectiveness of the schools to outstanding.

Relationships

The post holder is accountable to the executive headteacher in respect of carrying out duties. The post holder will interact on a professional level with colleagues and seek to establish and maintain productive relationships to promote mutual understanding of pupil progress, with the aim of improving the quality of teaching and learning in the academy(s).

Responsibilities

- To improve teaching and learning across the academy so that outcomes are outstanding overall.
- To promote the raising of aspiration and achievement within GLD, Maths and English in particular.
- To improve the personal development opportunities for all children.
- To lead highly aspirational schools which hold pupils at the heart of all that it does.
- To support staff and give them the confidence to improve and develop.
- To add expertise, capacity and subject and leadership expertise to the family of schools.
- To move the overall effectiveness of the schools to outstanding.
- Lead and manage the day-to-day running of the schools.
- Carry out your duties in line with the management and working practices of the academy(s).
- Take a lead role in the development of the school's quality of learning and teaching in partnership with the Trust's Director of Curriculum and Learning (DOCLA) and the School Improvement Team.
- Take a lead role in research and development and share good practices across the academy.
- To promote the ethos and vision of the Trust.
- To communicate effectively with all key stakeholders.
- To work effectively in partnership with other schools in the trust and their leaders.
- To ensure effective and high-quality performance management processes are in place to maximise rapid school improvement.
- Ensuring that high standards are promoted in all aspects of the running of the academies.

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Main Duties and Responsibilities

Leadership

- Overall responsibility for the strategic management and operational activity of the academies.
- To provide enthusiastic, innovative and consistent leadership to the academies and their leadership team.
- To work positively with the community to ensure the best possible outcomes for pupils.
- Implement rigorous and sustainable policies and strategies in order to transform the outcome for pupils at the academies.
- To ensure that pupils are healthy, stay safe, enjoy and achieve maximum potential, and are ready for the next phase of their education once they leave the academies.
- To develop the reputation of the academies, locally, regionally and nationally.
- To service and support the Local Advisory Board.
- Have high expectations of pupils, staff, parents and local advisory board members.

Education Provision and Standards:

- Ensure that the curriculum is developed and implemented, and that curriculum delivery is translated into effective learning and assessment practice.
- Encourage and promote innovation in educational provision through the commissioning and delivery of services, ensuring that the academy can meet changing needs and demands consistent with government guidelines and requirements.
- Ensure that high-quality provision is available to all pupils regardless of race, religion, sexual orientation, gender, disability, economic background or special educational needs.
- Develop a culture where pupils feel safe, confident and can attain their maximum educational outcomes.
- To ensure high standards of safeguarding and child protection so that pupil well-being (including mental health) is at the forefront of all that we do.

Finance, Personnel and Resources:

- Ensure that all the activities of the school are conducted in accordance with all legal requirements and regulations.
- Ensure policies and procedures are consistent with “best practice” and recognised codes of probity.
- Develop and implement a performance management framework for the delivery of high-quality services through high-quality performance.
- Recruit, manage and motivate a committed, effective, inclusive and diverse workforce that understands its roles and enables and promotes high-quality learning.
- To ensure that all resources are organised and managed to provide the best possible outcomes for pupils.
- To ensure the development of positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
- To work closely with the HEARTS business team and ensure good value for money, effective staffing structures and excellent use of funding.
- To recruit, train and retain high-quality staff in conjunction with the trust school improvement team.

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Person Specification

Leadership Skills
An innovative leader, with a clear understanding of education opportunities and how it can be translated into practical reality
An aspiring head with a proven track record of managing change quickly and effectively
An outstanding, collaborative leader with the ability to forge positive relationships in order to promote the success of the academy.
An enthusiastic leader, committed to ensuring the best possible outcomes for pupils and the community the academy serves.
Someone with the ability to build a sustainable workforce of high-quality staff and leaders.
Someone who can provide clear direction and shared purpose for all pupils, staff and stakeholders.
Communication Skills
A commitment to working positively with all stakeholders and partners.
An excellent communicator who is at ease with all stakeholders but particularly pupils and parents.
Someone who has very strong negotiation skills and the ability to influence others to the benefit of the academy.
Experience and Knowledge
An ability to drive and deliver transformational and cultural change.
A clear understanding of what constitutes a good school and what needs to be done to make it outstanding.
A deep knowledge and clear understanding of educational legislation, new innovation and developments.
Management of Finance, Personnel and Resources
An ability to successfully manage resources.
The ability to motivate staff to ensure high performance.
The ability to translate a visionary/innovative concept into a practical implementation plan.
Personal Attributes
An ability to use the full range of leadership skills and qualities including emotional intelligence.
An enthusiastic and motivational leader with strong morale-building skills.
The ability to drive forward change very often in very challenging circumstances.
Someone who is resilient and determined but can also provide support, demonstrate empathy and deal with staff in a sensitive and considerate manner.
A personal commitment to inclusion and diversity to ensure the maximum benefits for pupils and equality in employment and service delivery matters.
Provide clear direction and shared purpose for pupils, staff and stakeholders.
A strong commitment to personal development for all staff including themselves.

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HEARTS Academy Trust

HEARTS Values

HEARTS Academy Trust is committed to providing a happy, caring and safe learning environment for all within a values-led context, where everyone feels valued and grows in confidence and independence.

We promote **HAPPINESS** through a creative, exciting and practical curriculum, which generates a love of, and interest in, learning and a resilience and hope which supports us through challenging times.

Great value is placed on pupils' self **ESTEEM** which is developed through a positive and motivated attitude to learning, a healthy lifestyle, good social skills, self-discipline and a positive self-image.

We promote the highest standards of **ACHIEVEMENT** in all areas of the curriculum and help all pupils to fulfil their potential regardless of gender, race or ability.

We foster **RESPECT and RESPONSIBILITY** for all by establishing good relations between the school, home and community. Pupils are taught respect for themselves, others and the environment. They are also taught to take full responsibility for their own choices and responsibility for themselves and their community.

We encourage **TRUTH** and honesty in all aspects of school life – relationships, work and the curriculum and learn to trust and accept others' individuality and uniqueness.

We develop **SPIRITUALITY and SERVICE** so that calm, quiet, reflective times which support deep thought are part of school life and beauty is appreciated. We promote a service culture that reflects our duty to support and show compassion to all members of the community and not just ourselves.

HEARTS Vision

The trust places pupils at the centre of everything it does, with a focus on creating a culture of success. Our values of **HAPPINESS**, hope, self-esteem, achievement, **RESPECT and RESPONSIBILITY**, reflection and **SERVICE** to others are the cornerstone of all of our work.

We create positive climates for learning and increase pupil attainment and achievement. We place strong emphasis on pupils' social and emotional health, including providing alternative provision for pupils who need this and 2 and 3-year-old nursery settings so that pupils can access school as soon as they are ready. We encourage **TRUTH** and honesty in all aspects of school life.

The trust has developed an ethos in which decisions are made on the values set out above and our commitment to the service of our pupils and their families. Pupils are at the heart of all that we do. It is an absolute priority that every pupil, irrespective of their starting point, succeeds and achieves. In order to do this, a high-quality educational experience will be an entitlement for every pupil, with pupils, staff, parents/carers, and the wider community working together to achieve these goals for young people.

Leadership development, succession planning, and capacity building are also major priorities for the trust and the trust has a CPD entitlement programme for all staff. The trust also prioritises staff workload, has a workload charter and is currently consulting on substantial changes to the teaching week so that workload can be reduced further.

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About our schools

The Wickford church of England school is an outstanding school, that serves the local area and beyond. The school is proud to be the founding school of the trust and was judged outstanding by Ofsted in 2013 and 2018 and in SIAMS in 2018.

Mount Road

Wickford

SS11 8HE

T: 01268 733297

E: wickfordcofe.admin@heartsacademy.uk

W: www.hearts-wickfordcofe.uk



Briscoe primary school and nursery is situated in the residential area of Felmores in Pitsea. The school became an academy in September 2012, joining the HEARTS Academy Trust and had a positive Ofsted inspection in March 2018, being judged as good.

Felmores End

Pitsea

Basildon

SS13 1PN

T: 01268 727751

E: briscoe.admin@heartsacademy.uk

W: www.hearts-briscoe.uk



In 2015 the Trust grew to include **Waterman primary school and Stambridge primary school**, both in Rochford. Together, the schools in the trust have a highly experienced staff who support each other and schools in the wider area, having a growing reputation for outreach work. Waterman and Stambridge were both inspected by Ofsted in January 2018 and were judged as good schools. Waterman are very proud of their new indoor swimming pool, which opened in March 2020.

Waterman primary school

The Boulevard

Rochford

SS4 1QF

T: 01702 546237

E: waterman.admin@heartsacademy.uk

E: Stambridge.admin@heartsacademy.uk

W: www.hearts-waterman.uk

Stambridge primary school

Stambridge Road

Rochford

SS4 2AP

T: 01702 544369



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Hilltop infant school and **Hilltop junior school** joined HEARTS in September 2017. Both schools are working collaboratively with the trust and offer a great deal of experience to the group of schools. Hilltop infant school was last inspected in 2014 and were delighted with their outstanding judgement.

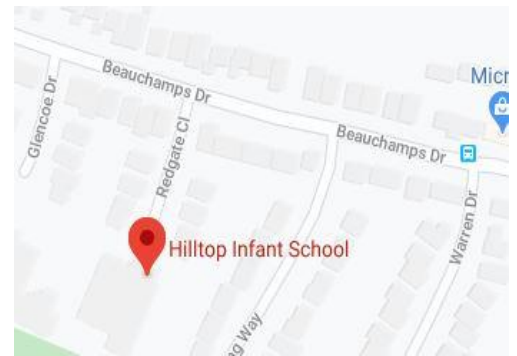
Hilltop junior school was inspected in 2022, and judged good in all areas.

Hilltop infant school

Hill Avenue
Wickford
SS11 8LT

Hilltop junior school

Hill Avenue
Wickford
S11 8LT



T: 01268 762531

T: 01268 734 649

E: hilltopinf-admin@heartsacademy.uk

E: hilltopjun-admin@heartsacademy.uk

W: www.hearts-hilltopinf.uk

The Atrium opened in September 2018, and is an early intervention, enhanced provision for children with social, emotional and mental health challenges. The provision works across South Essex to offer support to schools, pupils and families with an aim to help children rediscover a love of learning, grow in confidence and begin to thrive in their mainstream school.

c/o Briscoe primary school
Felmores End
Pitsea
Basildon
SS13 1PN



T: 01268 727751

W: www.hearts-atrium.uk

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Safeguarding Children & Young People

The trust is committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with special educational needs and those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way.

The trust's Child Safeguarding Policy applies to all adults, including volunteers, third-party workers, contractors and visitors, working in or on behalf of the trust.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

We ensure that all appropriate measures are applied in relation to everyone who works for the trust who is likely to be perceived by the children as a safe and trustworthy adult including volunteers, third-party workers, contractors and staff. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, reviewing online presence, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and enhanced DBS checks.

We expect all staff to share this commitment and to undergo appropriate checks, including online searches and an enhanced DBS checks.

- Candidates should be aware that all staff at HEARTS Academy Trust are responsible for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this application pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether a disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so, the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate, be answered not applicable if your duties have not brought you into contact with children or young people.

Application process

To apply please complete a HEARTS application form in full, CVs are not accepted. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification and Job Description.

Completed application forms should be returned in electronic format to: l.allbury@heartsacademy.uk

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Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the person specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description carefully before you complete your application form. Occasionally, when we receive sufficient applications to do so, the trust may close the vacancy and shortlist prior to the published closing date.

We will seek references and conduct online searches on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Where possible, any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, they will be observed teaching. The interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to the use of authority and maintaining discipline

Conditional Offer: Pre-employment checks for new colleagues

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Satisfactory online search results
- Verification of identity checks and qualifications
- Prohibition from teaching check
- Satisfactory Enhanced DBS Disclosure
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a health assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance
- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DfES Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that the provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

Disclosure level:

Enhanced: The provisions of the Rehabilitation of Offenders Act relating to the non-disclosure of spent convictions do not apply to this job. **YOU MUST, THEREFORE, DISCLOSE WHETHER YOU HAVE ANY PREVIOUS CONVICTIONS ON THE DISCLOSURE FORM.** We support safe recruitment and therefore, if successful, you will also be required to apply for an Enhanced DBS Check from the Criminal Records Bureau.

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