



# *Longmeadow Primary School*

# Headteacher Recruitment Pack

Spring Term 2024



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# *Welcome from the Chair of Governors*

Dear Applicant,

**I am delighted that you are interested in finding out more about the position of Headteacher at Longmeadow Primary School.**

The positive change that has been achieved at Longmeadow over the last year is truly wonderful. The Headteacher position offers the successful applicant an exciting opportunity to lead our lovely school through the next stage of its journey of improvement.

Over the past 12 months, the ALP (Agora Learning Partnership) have been providing valuable support to the school; this collaboration has resulted in significant improvements, as evident in the recent Ofsted report (March 2023).

The Governing Body is now in the position to recruit a talented leader to take our school to the next stage. This role will appeal to someone who is ambitious for all children and passionate about nurturing them in order that they can achieve their very best in all aspects of school life and beyond. It also requires an individual who can work collaboratively with stakeholders to achieve ongoing school improvement.

If you are a dynamic senior leader and you feel that

leading a school with a child-orientated approach and a sense of community is right for you, then please do call to book a school visit, we would love the opportunity to show you around.

If you would like to have an informal and confidential chat about the school and the role, or you would like to arrange a visit, please contact me on **[Melany.Knowles@hertfordshire.gov.uk](mailto:Melany.Knowles@hertfordshire.gov.uk)** or call 01992 555874. Alternatively, Carole Hinstridge our School Effectiveness Advisor, would be happy to answer any education specific questions you may have. Please call her on 07827 552046.

I hope you find this the information in this recruitment pack useful.

Kind regards,

**Melany Knowles**  
*Chair of Governors*

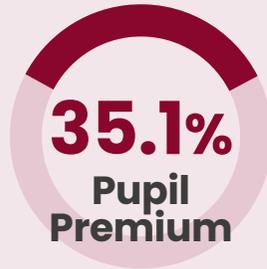
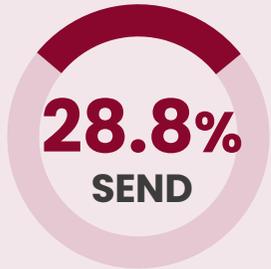


## *Key facts and statistics*

Location:  
**Stevenage**

**3-11yrs**  
Age Range

**225**  
Number  
on Roll



**Community**  
Type of school

# About our school

**Longmeadow Primary School is a small and friendly community school in Stevenage, north-west Hertfordshire. The school is centrally located, with great transport links.**

The school is a 'one-form-entry' with a dedicated staff team and 225 wonderful children.

The children, parents, staff and governors at Longmeadow are friendly and passionate about their local area, their school and about making great progress. The Governing Body and the staff at the school are also very supportive of one another and work collaboratively for the benefit of the children.

The school's curriculum was launched in September 2022 and is now fully embedded, with cohesion and progression 'knitted' into every area, so that children gain the skills and learn the knowledge they need to be successful lifelong learners.

The school has also recently launched a new behaviour policy, based on a trauma-informed approach, as well as a new 'House System'; both support the children well with their personal development.

The school site is very large and offers children amazing opportunities to learn in different locations around the site, in areas that really support their development. The school has multiple playgrounds, a large school field, two school halls, a library, a 'secret garden', an outdoor shelter, an outdoor gym and various breakout rooms... that can all be used to support learning. The school's communal facilities are also fantastic and include two dining halls and space to allow for children's physical development.

The Early Years environment is a large and interactive space, with 'free flow' indoor/outdoor provision that has been developed to ensure it meets the needs of the children.

Facilities for staff are equally as impressive, with many different offices, a dedicated PPA room, a dedicated conference room and a modern staffroom.



# Values and virtues

## Character Education: Values and Virtues

At Longmeadow, we subscribe to the Character Education approach of teaching values and virtues.

If values are the goal, virtues are the way to get there. A virtue is a characteristic of a person which supports individual moral excellence and collective wellbeing. In other words, values reflect what is acceptable in terms of culture, but virtues reflect individual human characteristics.

We have three core values for our community:

***Learning Passion Success***

These are the overall goals for every member of our school community, including pupils, their families and our staff.

There are eleven wider values, which are explored through our assemblies. They are:

September – **Responsibility**

October – **Politeness**

November – **Teamwork**

December – **Happiness**

January – **Motivation**

February – **Friendship**

March – **Compassion**

April – **Kindness**

May – **Resilience**

June – **Pride**

July – **Reflection**

Following DfE guidance, classes complete weekly lessons and activities from the Character Education programme. These lessons intend to teach every child a wide set of virtues, encouraging our pupils to build virtue into their lives. It is based on the principle that we are what we do.

# *Our new Headteacher*

We are looking to appoint a new headteacher who can inspire and motivate our hard working and dedicated staff team, and continue to deliver the best for our pupils.

You will bring:

- A successful record of primary leadership.
- The passion and ambition to enable our children to achieve their very best in all aspects of school life and beyond.
- A commitment to inclusivity and a creative approach to addressing gaps in attainment.
- A desire to maintain and build on our school's nurturing, child-orientated approach.
- An ability to support, motivate and inspire staff and to communicate a clear vision and direction for the school.
- A visible, positive and approachable presence around the school, working collaboratively with all stakeholders to achieve ongoing school improvement.
- A resilient, clear-headed approach and consistent judgement in the face of challenge.
- The energy and creativity to drive innovation at the same time as maintaining existing practices that are working effectively.



## *What we can offer*

We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. As your future employer we place importance on these aspects too and for the right candidate we can offer the following:

- Salary L15 - L21 (£66,628 - £77,195).
- If new to headship, or headship in Hertfordshire, the opportunity to be part of the HFL Education, Moving to New Headship programme, which includes a professional partner/mentor, access to CPD and training, covering everything from finance to HR.
- A membership to Costco, giving you access to discounted prices on petrol and groceries.
- A fantastic opportunity to build further upon our foundations and the chance to bring innovative ideas & future strategies.
- Children who are ready and willing to learn.
- A dedicated, talented and hard-working staff.
- A supportive and experienced group of governors.
- A commitment to staff wellbeing and work life balance and an openness to requests for flexible working for the right person.
- Access to continuous professional development opportunities for yourself and your staff.



# Person specification

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they meet the initial **essential** criteria under qualifications, knowledge and experience.

It is important to provide examples using the STAR acronym (**s**ituation, **t**ask, **a**ction, **r**esult) relating to the person specification criteria.

Qualifications, knowledge and experience	Essential/ Desirable	Application form	Assessment stage
Degree and Qualified Teacher Status	<b>E</b>	✓	✓
Experience of working with Early Years Foundation Stage/ KS1/ KS2 pupils and staff	<b>E</b>	✓	✓
Recent successful leadership experience as a Headteacher, Deputy headteacher, Assistant headteacher or School Improvement Lead	<b>E</b>	✓	✓
Thorough understanding of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care	<b>E</b>	✓	✓
Experience of leading safeguarding in a school	<b>D</b>	✓	

School culture	Essential/ Desirable	Application form	Assessment stage
Demonstrates an awareness of the wider education context	<b>E</b>	✓	✓
Ability to articulate a clear vision for the future and provide strategic direction for staff, pupils and the community	<b>E</b>	✓	✓
Proven record of inspiring, enabling and motivating others, promoting positive and respectful relationships across the school	<b>E</b>		✓
Ensures a culture of high staff professionalism, holds others to account	<b>E</b>		✓
Upholds ambitious educational standards for all pupils	<b>E</b>		✓

<b>Teaching, curriculum &amp; assessment</b>	Essential/ Desirable	Application form	Assessment stage
Clear understanding of the curriculum and how to ensure this can be effectively accessed by all	<b>E</b>		✓
Reviews and monitors progress against agreed, measurable targets	<b>E</b>		✓
Absolute commitment to inclusion and to ambitious expectations for all pupils including those with SEND and higher attainers	<b>E</b>	✓	✓
Knowledge and experience of working with children with SEND across the primary and nursery phases	<b>E</b>	✓	✓
Able to understand the needs of children with challenging behaviours and develop strategies to successfully manage this	<b>E</b>		✓
Experience of deploying and managing staff to deliver effective outcomes	<b>E</b>		✓

<b>Professional development</b>	Essential/ Desirable	Application form	Assessment stage
Evidence of appropriate and recent professional career development for the role of Headteacher	<b>E</b>	✓	
Has successfully undertaken approved safer recruitment training	<b>D</b>	✓	
Commitment to prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school	<b>E</b>	✓	✓
Successful track record of developing staff through effective performance management	<b>D</b>		✓



<b>Organisational management / continuous school improvement</b>	Essential/ Desirable	Application form	Assessment stage
Have had active involvement in effective school self-evaluation and development planning	<b>D</b>	✓	✓
Have had responsibility for whole school policy development and implementation	<b>D</b>		✓
Experience of leading change effectively and successfully	<b>D</b>		✓
Clear commitment to promoting health and safety and the wellbeing of children and staff	<b>E</b>		✓
Ability to review and analyse key data to develop evidence-informed strategies for school improvement	<b>E</b>		✓

<b>Working in partnership / Governance &amp; accountability</b>	Essential/ Desirable	Application form	Assessment stage
Experience of working with stakeholders including governors, school improvement partners, other schools and organisations to improve outcomes for pupils	<b>D</b>	✓	✓
Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility	<b>E</b>		✓
Experience of managing school finances effectively, understanding their contribution to school development and pupil outcomes	<b>D</b>		✓
Able to assimilate and manage financial and other data to achieve sound financial decision-making	<b>E</b>		



<b>Personal Qualities / Ethics and professional conduct</b>	Essential/ Desirable	Application form	Assessment stage
Passion for education, coupled with ability and enthusiasm to see every child fulfil their potential	<b>E</b>		✓
Excellent communication skills, including written communication	<b>E</b>	✓	✓
Visible and approachable, empathetic and enjoys engaging and inspiring children and others	<b>E</b>		✓
Adaptable leadership style, 'hands on' when required, balanced with knowing when to delegate	<b>E</b>		✓
Capacity for sustained hard work with energy and enthusiasm	<b>E</b>		✓
Able to take a dynamic approach to the changing needs of the school population	<b>E</b>		✓
Demonstrates consistently high standards of principled and professional conduct both within and outside school, upholding the <b>Seven Principles of Public Life</b> at all times	<b>E</b>		✓
Upholds fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	<b>E</b>		✓

# Job description

## Core purpose of the role:

The Headteacher will provide dynamic and professional leadership for the school which helps to secure its success and improvement. At all times the Headteacher will work to provide leadership, vision and strategic direction for the school to ensure the highest quality of education for all children, reflected in its standards of learning and achievement.

## Duties and responsibilities:

- Uphold the ethos of the school.
- Assist in achieving the school's vision and aims.
- Support the implementation of the school's strategic plans.
- Contribute positively to creating a productive and happy working environment.
- Establish and maintain professional and effective working relationships.
- Work effectively with colleagues, including by taking individual and collective responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying.
- Participate as required in meetings and training with colleagues in respect of duties and responsibilities of the role.
- Take responsibility for their own professional development and play a full and active part in the appraisal process.
- Adhere to all school policies and procedures.

- Maintain confidentiality at all times in respect of school-related matters and prevent disclosure of confidential and sensitive information.
- Undertake any other duties of a similar level and responsibility as may be required by the Governing Body.

Appointment is subject to the current conditions of employment of Headteachers, contained in the **School Teachers' Pay and Conditions** document, the **School Standards and Framework Act 1998** and all other current education, employment and health and safety legislation.

This job description may be varied at any appropriate time, following a period of consultation with the employee. It may also be reviewed annually in conjunction with the appraisal process and planning for the next academic year.

The post holder is expected to have regard to the **National Standards of Excellence for Headteachers** at all times, as detailed on the following pages.



## *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

Headteachers uphold public trust in school leadership and 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 and 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.

## *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.

### 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.

### 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.



## 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.

## 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.



# Important information

Pay range:	L15 - L21 (£66,628 - £77,195)
Start date:	September 2024
Closing date:	Wednesday 6th March 2024 at 9am
Shortlisting date:	Monday 11th March 2024
Interview date:	Monday 18th March 2024
Visit to the school:	Please contact <b>Melany.Knowles@hertfordshire.gov.uk</b> or call 01992 555874
School website link:	<b><a href="http://www.longmeadow.herts.sch.uk">www.longmeadow.herts.sch.uk</a></b>
Send your completed application:	<b><a href="mailto:leadership.recruitment@hfleducation.org">leadership.recruitment@hfleducation.org</a></b> Late applications will not be considered.

*Longmeadow Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check as well as other pre-appointment checks, including an online check, as outlined in Keeping Children Safe in Education (September 2023).*

*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.*



# *Application process*

## How to apply

This recruitment is managed by HFL Education, in line with the latest guidance on safer recruitment. Please apply online at [www.teachinherts.com](http://www.teachinherts.com) or send your completed application form to: [leadership.recruitment@hfleducation.org](mailto:leadership.recruitment@hfleducation.org). You can also contact us on 01438 544476.

## 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. Be sure 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 current/last Headteacher or Chair of Governors.





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