



EASTBURY FARM
PRIMARY SCHOOL
& NURSERY

Headteacher Candidate Pack

December 2021

Nurturing and developing our children for the future



Eastbury Farm Primary School

'Nurturing and developing our children for the future'

Contents

Welcome from the Chair of Governors	Page 3
Information for candidates	Page 4
Our school	Page 5
Our vision and values	Page 6
Key facts and statistics	Page 7
Our new Headteacher	Page 8
What we can offer you	Page 9
Job description	Page 11 - 15
Person specification	Page 16 - 20
The application process	Page 21





Eastbury Farm Primary School

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Welcome from the Chair of Governors

Dear Applicant,

Thank you for your interest in the Headteacher role at Eastbury Farm Primary School.

This vacancy has arisen as a result of our current Headteacher obtaining a position in a larger school after 5 years of very successful leadership here.

I hope you find the enclosed information pack and prospectus a useful introduction to the school; in addition, a video is available on our website which gives a virtual tour of our facilities.

Our Governors are proud to be part of Eastbury Farm Primary School, which was judged as 'Good with outstanding features' in our latest Ofsted Inspection. We believe the key to this success has been an excellent leadership and team ethos, together with the strong links and relationships forged between staff, pupils, parents and the broader school community.

In recruiting a new Headteacher, we are seeking someone who can share our vision for the future and who will have the drive, enthusiasm and relevant experience to build on our successes to take our school to the next stage of its development.

The closing date for applications is 12 noon on Monday 31st January 2022. Interviews will take place on 10th and 11th February 2022.

For further information about our school, please visit our website: www.eastburyfarm.herts.sch.uk

If you wish to discuss the role further, please contact the Chair of Governors, Mrs Gill Leonard, at gill.leonard@eastburyfarm.herts.sch.uk

To arrange a tour please contact the Headteacher, Miss Rebecca Workman, at the school on 01923 824543.

My colleagues and I wish you the best with your application and look forward to meeting you.

Yours faithfully,

Mrs Gill Leonard
Chair of Governors



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Information for Candidates

Pay Range	L18-22, £65,310 - £71,914
Start Date	September 2022
Closing Date	Monday 31 st January 2022, 12 noon
Shortlisting Date	Friday 4 th February 2022
Interview Dates	Thursday 10 th and Friday 11 th February 2022
Further information	To discuss the role please contact Chair of Governors, Gill Leonard: gill.leonard@eastburyfarm.herts.sch.uk
Visits to the school	To arrange a visit, available from 10 th January onwards, please call 01923 824543
School website	Home Eastbury Farm Primary School
Applications	Please apply online at www.teachinherts.com or email your completed application to leadership.recruitment@hertsforlearning.co.uk

Eastbury Farm 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).

We are committed to the aim of ensuring that everyone who applies to work for us receives fair treatment and we positively encourage applications from suitably qualified and eligible candidates regardless of age, disability, race, sex, gender reassignment, sexual orientation, religion or belief, marriage and civil partnership and caring status. We expect all our staff to demonstrate a commitment to advancing equality of opportunity and fostering good relations.



Eastbury Farm Primary School

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Our school

Eastbury Farm Primary School is a successful and popular school in the leafy suburb of Northwood, Middlesex, with 337 pupils from nursery to year 6. The school has an excellent reputation in the local area.

Our children benefit from an amazing outdoor space, well equipped classrooms and state of the art sports and music facilities, not to mention our excellent, dedicated teachers and support staff.

We are a happy, caring school which is, at the same time, dynamic and forward thinking. We teach children 'how to learn' and our curriculum is designed to place learning firmly at the centre of all we do. We are very proud of our achievements.

Eastbury Farm Primary School provides an interesting and stimulating environment where children are encouraged to become independent and confident. Our aim is to enable every child to achieve as highly as possible.

We believe that only by working together can parents and the school ensure the best for our children. Our policies are based on equal opportunities for all.





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Our vision and values

Our vision is for children to leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

Our **Vision** is underpinned by our **Ethos/Values**:

- We embrace diversity and provide challenge through a rich and engaging curriculum
- Learners are entitled to reach their full potential, which is enabled by excellent teaching and high expectations
- Learning is extended beyond the classroom through an inspiring indoor and outdoor environment
- Children feel safe, nurtured and supported
- Emotional intelligence is promoted alongside academic achievement
- A balance of promoting independence and collaboration
- A culture of inquisitive minds, positive attitudes to learning and embracing wider opportunities
- An inclusive environment which fosters mutual respect
- A whole school community rooted in a shared ethos of working together

Successful
Learners

Confident
Individuals



Effective
Contributors

Responsible
Citizens



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Key facts and statistics

Type of school:	Community
Ofsted rating:	Good with outstanding features (May 2018)
Age range:	3-11
Number of children:	337: Nursery, 22 and Reception-Year 6, 315
% of children with SEND:	4% (1% EHCP)
% of children in receipt of Pupil Premium:	3%
% of children with English as an additional language:	31%
% of children receiving free school meals	3%
% of children in military families	6%





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Our new Headteacher

We are looking for an exceptional candidate with a proven record in educational leadership (as a Head, Deputy or Assistant Head) to share our ambition and strategic vision and to build upon the OFSTED Good with Outstanding rating (May 2018).

The successful candidate will be highly aspirational and lead by example with enthusiasm and creativity.

Our new Headteacher will:

- Have a clear vision and the ability to bring others along with them
- Be a strong, inspiring leader
- Be an excellent communicator
- Be dedicated to delivering the best quality education
- Be visible and approachable
- Care for children
- Demonstrate resilience and foster the same in others
- Value contributions from staff and others in the school community
- Lead by example in the classroom
- Continue and build upon the excellent work already done
- Maintain our strong pastoral care provision
- Be able to build upon and drive forward our plans for wraparound care





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What we can offer you

The new Headteacher will benefit from:

- enthusiastic, happy and well-behaved pupils who are highly motivated to learn and take part in all aspects of school life
- a dedicated staff and senior leadership team who are committed to providing the best possible education for all pupils
- a diverse and multi-cultural school population that has developed mutual respect
- a supportive parent body, an exceptional PTA and strong links to the community, all of which contribute to the school's success
- Good, with outstanding features OFSTED rating [May 2018)
- a well-managed budget
- a highly engaged, pro-active and experienced Governing Board
- a genuine commitment to professional development and work/life balance
- A happy, well-equipped school environment with excellent facilities and resources





'The staff are very committed and go above and beyond to ensure our children's well-being and learning needs are met.'

Year 6 Parent

'Our teachers are very helpful. They think carefully about our learning and make it fun.'

Year 5 Pupil



'Eastbury Farm Primary School combines nurture with education in the best possible way. My children feel safe and happy and love to go to school. The smiles at the end of the day are a testament to the hard working staff, who put so much heart into what they do to bring out the best in their pupils.'

Year 2 Parent



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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.

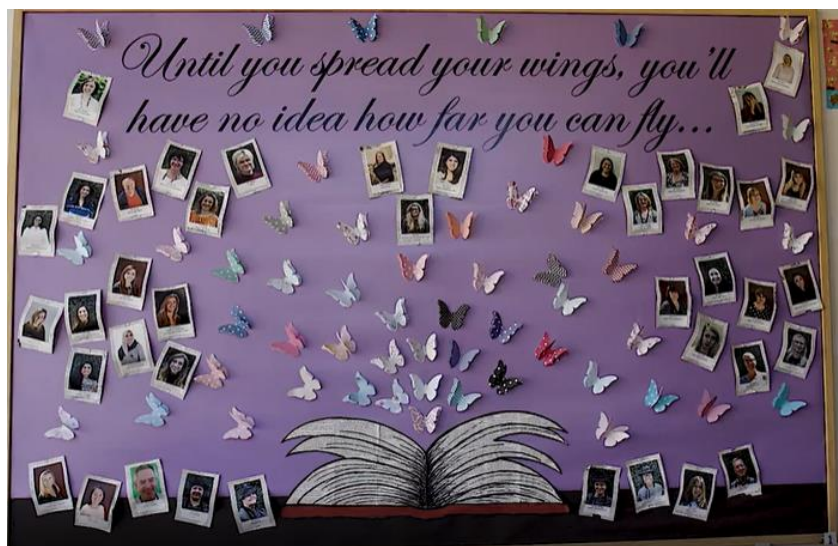
<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

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





Eastbury Farm Primary School

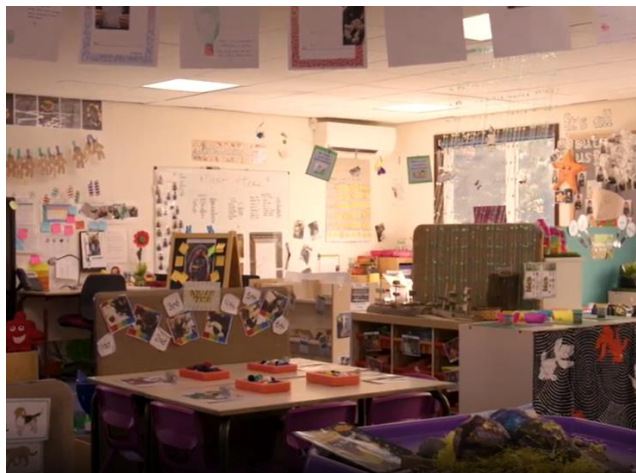
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Headteachers uphold public trust in school leadership to maintain high standards of ethics and behaviour both within and outside school:

- 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





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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



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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



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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



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Person specification

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they **meet the first 5** 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, Assistant Head	E	✓			
Demonstrates a thorough understanding of Child Protection and Safeguarding	E	✓			



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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	E	✓			
Has successfully undertaken approved safer recruitment training	D	✓			
Leadership Skills					
Ability to articulate a clear vision for the future of Eastbury Farm Primary School	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		✓	✓	✓



Eastbury Farm Primary School

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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	E		✓		
Experience of working with stakeholders including governors, school improvement partners and external agencies/companies	E	✓	✓		
Evidence of clear commitment to safeguarding and promoting health and safety and the wellbeing of children	E	✓	✓	✓	✓
Absolute commitment to inclusion	E	✓	✓	✓	✓
Knowledge and experience of working with children with SEND 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	✓	✓		



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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	E	✓	✓	✓	
Have had responsibility for whole school policy development and implementation	D	✓	✓		





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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	✓	✓	✓	✓
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 an ability to lead by example with integrity and demonstrates resilience	E		✓		✓
Able to take a dynamic approach to the changing needs of the school population and forge close links with local schools and the wider community	E		✓	✓	✓



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Application process

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. Please limit your written supporting statement to no more than three sides of A4.

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 Headteacher or Chair of Governors.

Eastbury Farm Primary School
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Northwood
HA6 3DG

admin@eastburyfarm.herts.sch.uk
01923 824543

'Equality and diversity are promoted well.'

'Pupils make strong progress.'

'Behaviour in lessons and at different times of the day is outstanding. Pupils are courteous, show respect to each other and support each other well. They enjoy school and work hard in lessons.'

'Teachers excite and motivate pupils.'

'Pupils exceed expectations for their age.'

'The curriculum includes a wide range of opportunities.'