



# Harvey Road Primary School

## Headteacher Recruitment Pack

Spring Term 2024



HFL

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# Welcome letter from our Chair of Governors

Dear Applicant,

Thank you for your interest in the Headteacher role at Harvey Road School. I hope you find this information pack a useful introduction to our school and the attributes we are seeking in our new headteacher.

The vacancy has arisen as a result of the retirement of our current Head after 19 years. We are seeking a new Headteacher who shares our vision and ambition for the school, and who has the skills and attributes required to build from our strong foundations to further enhance children's achievement and experience at our school.

Harvey Road is a single form entry primary school with integrated nursery and wraparound care in Croxley Green, Hertfordshire. We prioritise providing a safe, enjoyable and inclusive environment, and children from all backgrounds thrive here. Children are encouraged to not only become lifelong learners and develop their own talents, but also to gain an appreciation of the importance of contributing to the wider community. Our academic results demonstrate that for several years our school has been one of the highest performing in the country. Yet life at Harvey Road is about much more than academic achievement: we have an extensive 'Enhanced Curriculum' programme and aim to provide a broad and balanced experience for all children: children's wellbeing is at the heart of everything we do.

Our recent Ofsted inspection graded the school Outstanding in all areas, but we know that we still have opportunities to improve; for example, our 2023/24 School Development Plan includes a focus on several aspects of Quality of

Education where we see scope to enhance our provision. We are seeking a Headteacher with the vision, expertise and energy needed to continue this journey, and to maintain and advance our high standards across all aspects of school life, in a changing world. Demographic changes mean the school's catchment is widening; like many schools, our cohort of pupils with Special Educational Needs and Disabilities (SEND) is growing; and the societal pressures facing our children are ever-evolving. With a stable and enthusiastic staff team and a robust financial position, we have strong foundations from which to adapt to these challenges, and we are seeking a new headteacher who can build on our strengths to continue to move the school forward.

The closing date for applications is Tuesday 5th March and shortlisting will take place on Tuesday 12th March. For further information about our school, please visit our website at [www.harveyroad.herts.sch.uk](http://www.harveyroad.herts.sch.uk). If you wish to discuss the role, please email me at [douglas.hull@harveyroad.herts.sch.uk](mailto:douglas.hull@harveyroad.herts.sch.uk) to arrange a time. To arrange a visit to the school, please contact [nicola.boichat@harveyroad.herts.sch.uk](mailto:nicola.boichat@harveyroad.herts.sch.uk).

Thank you for your interest in this exciting opportunity, and we look forward to receiving your application.

**Doug Hull**

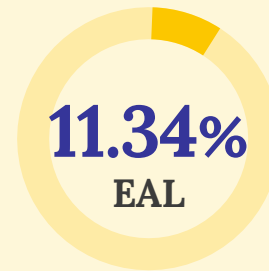
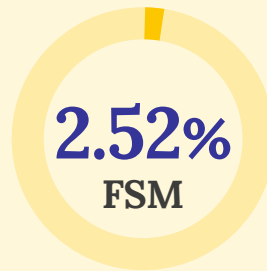
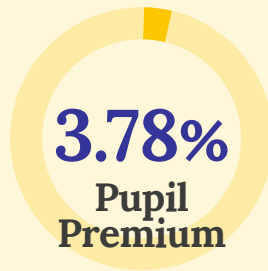
Chair of Governors, on behalf of the Governing Board.

# Key facts and statistics

Location:  
**Croxley Green**

**3-11yrs**  
Age Range

**238**  
Number  
on Roll



Ofsted rating:  
**OUTSTANDING** November 2023

# About our school

Harvey Road Primary School is a vibrant place of learning and experience for children aged 3 to 11 in the heart of the welcoming community of Croxley Green.

Our school is a unique place where every child's potential is nurtured and celebrated. With a dedicated and dynamic team of compassionate and experienced teachers, we provide a safe and inclusive environment where pupils can thrive, both academically and through their broader participation in school life. Our school benefits from modern facilities, well-equipped classrooms and our own private outdoor swimming pool which is utilised as part of the PE curriculum.

Working in partnership with our supportive and engaged parents, we celebrate successes and work through challenges, ensuring that all pupils have the tools they need to excel in their school life. We prioritise fostering a love for learning, encouraging curiosity, creativity, and critical thinking.



# Our values and ethos

At Harvey Road Primary School, our ethos, vision, and values are the guiding principles that shape the experience we aim to provide for children.

Our mission statement:

**‘Be Happy: Show Respect: Seek Success’ radiates throughout our school.**

Our vision is to enable children to become lifelong learners by creating a safe, enjoyable and inclusive learning environment that nurtures individuality and enhances potential. We aim to ensure our pupils are confident, resilient, and well-prepared to face the challenges of a rapidly changing world.

Our core values are at the heart of everything we do. We promote respect, kindness, and empathy among our pupils, staff, and the wider community. Inspired by the work of Professor Guy Claxton, our positive mindset programme, Learning to Learn, provides a framework that supports children to develop their learning capabilities and face difficulty and uncertainty calmly, confidently and creatively.



# Our new Headteacher

- The Governing Board is looking to appoint a headteacher who is proud to build on all that has been achieved at the school in recent years. We are seeking a headteacher with the experience and attributes to continue moving our school forward, and ensuring that its pupils succeed, both within and beyond the classroom.
- Educational Leadership: The headteacher should have a strong background in educational leadership across the primary school age range, with the ability to inspire and motivate both pupils and staff. They should demonstrate a deep understanding of effective teaching and learning strategies, as well as an awareness of new developments and approaches in the education sector, and an ability to critically consider if and how these may be beneficial for our school.
- Strategic Planning: Harvey Road is an ambitious and forward-thinking school, and the ability to successfully execute our three year School Development Plan is vital, as well as continuing to refine and develop this over time. This will include setting achievable goals, developing metrics to monitor progress, and adapting strategies as needed.
- Community Engagement: Actively maintaining and further developing positive relationships between our school and the local community is essential. The headteacher should be skilled in fostering partnerships with parents, local organisations, and the wider community to enhance the overall educational experience for children.
- Commitment to Safeguarding: Ensuring the safety and wellbeing of our pupils is paramount. The headteacher should be experienced, competent and knowledgeable in safeguarding policies and practices (incl. familiarity with KCSIE) and may either initially or over time assume the role of Designated Safeguarding Lead.
- Communication Skills: Effective communication is vital for the role: the headteacher should be confident in communicating appropriately in a range of contexts with children, staff, parents, governors and external stakeholders.
- Day-to-day School Management: Harvey Road is a single form entry school, and therefore while there is scope to delegate some tasks to our experienced and competent Senior Leadership Team, the headteacher is expected to retain hands-on oversight of day-to-day operations.



# What we can offer

- Children who love to learn and are keen to succeed.
- A talented, highly motivated, and committed staff team that is well-versed and experienced in all areas of school life.
- Beautiful school grounds set in the heart of the local community, and including a heated outdoor swimming pool.
- The opportunity to build on strong foundations to develop new ideas and approaches both within and beyond the school curriculum, to continually enhance the experience for children at the school.
- A supportive, committed and strategic governing body.
- A pro-active parent and teacher association that provides year-on-year investment back into the school.
- A well-established and collaborative working relationship with secondary schools in the local area.





# 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 pupils and staff, or teaching in, at least two of Early Years Foundation Stage, KS1 and KS2.	<b>D</b>	✓	✓
Recent successful leadership experience as a Headteacher, Deputy headteacher, Assistant headteacher or member of Senior Leadership Team (or equivalent).	<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>	✓	✓



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

Teaching, curriculum & assessment	Essential/ Desirable	Application form	Assessment stage
Clear understanding of the curriculum and how to ensure this can be effectively accessed by all.	E		✓
Reviews and monitors progress against agreed, measurable targets.	E		✓
Knowledge and experience of working with children with SEND across the primary phase.	E	✓	✓
Experience of motivating and managing staff to deliver successful outcomes.	E		✓



<b>Professional development</b>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</b>
Commitment to ongoing professional career development, including recent development relevant 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>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</b>
Awareness of the wider education context.	<b>E</b>	✓	✓
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>D</b>		✓



<b>Working in partnership / Governance &amp; accountability</b>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</b>
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 accountability 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>D</b>		✓

<b>School culture</b>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</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 to deliver successful outcomes.	<b>E</b>	✓	✓
Commitment to inclusion and promotes positive and respectful relationships across the school.	<b>E</b>		✓
Able to understand the needs of children who may demonstrate behaviours that challenge and support these pupils through early identification, intervention and evidenced based strategies.	<b>E</b>		✓
Ensures a culture of high staff professionalism, holds others to account.	<b>E</b>		✓
Upholds ambitious educational standards for all pupils including those with SEND and higher attainers.	<b>E</b>		✓

# Job description

The headteacher has overall responsibility for providing leadership to the entire school community to secure its success and continuous improvement, ensuring high quality education for all its pupils and improved standards of teaching and learning by going above and beyond the statutory requirements.

To target and pursue this working ethos our new Headteacher must be able to:

- Demonstrate consistently high standards of principled and professional conduct both within and outside school.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Always serve in the best interests of the school's pupils.
- Establish high quality education by effectively managing teaching and learning to realise the potential of all students.
- Forge a compelling vision to guide the school to its next stage of development.
- Develop a strategy with our community to provide clear educational pathways for our pupils as they grow older.
- Ensure sustainable growth and financial security for the school.

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.

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, providing an equal opportunity for all learners, whatever their ethnicity, background, ability or gender.
- 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, promoting their welfare and ensuring children grow up with the provision of safe and effective care, including online safety.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds, including upholding Health & Safety measures to keep the buildings and outdoor space a safe and secure setting.
- 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

<b>Pay range:</b>	L16 - L21 Fringe. (£69,705 - £78,507)
<b>Start date:</b>	September 2024
<b>Closing date:</b>	Tuesday 5th March 2024 at 9am
<b>Shortlisting date:</b>	Tuesday 12th March 2024
<b>Interview date:</b>	Tuesday 19th March 2024
<b>Visit to the school:</b>	<a href="mailto:nicola.boichat@harveyroad.herts.sch.uk">nicola.boichat@harveyroad.herts.sch.uk</a>
<b>School website link:</b>	<a href="http://www.harveyroad.herts.sch.uk">www.harveyroad.herts.sch.uk</a>
<b>Send your completed application:</b>	<a href="mailto:leadership.recruitment@hfleducation.org">leadership.recruitment@hfleducation.org</a> Late applications will not be considered.

Harvey Road 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 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 last Headteacher or Chair of Governors.



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