



Appointment of Headteacher for September 2025

Information for Candidates



***The HEATH values are that of hard work, equality, ambition,
team spirit and hearts***



Dear Applicant,

Thank you for your interest in applying for the post of Headteacher at Hatfield Heath Primary School. On behalf of The Learning Partnership Trust, we do hope that you will find the enclosed information about the school and the role of Headteacher useful.

The Board of the Learning Partnership Trust is determined to see a high performing and successful Multi-Academy Trust that delivers the very best educational experience for all pupils. Our primary objective is to ensure that all children within our schools get the very best education we can possibly provide, within an organisation that cares about the whole child and their growth and development, preparing them for the next stage of education and life.

Our focus is on: improving leadership and governance, teaching and learning, raising standards, growing our own leaders, being a self-evaluative, self-supporting team of schools that benefits all learners and providing financial stability and security. We have healthy reserves which are available to facilitate sustainable initiatives identified by the schools/Trust which support our ethos of continuous improvement.

We bring high expectations to everything we do; they are embedded in our culture and our delivery and we are really excited to work with partners who share this ethos. We are driven by the belief that we change lives.

Hatfield Heath is an amazing, vibrant, one form entry primary school in the village of Hatfield Heath. We have an excellent, committed and focussed staff, supportive parents and motivated, inquiring pupils. The last Ofsted inspection in December 2024 confirmed that the school remains Good and highlighted many strengths including 'The school's curriculum is ambitious...' and 'Pupils with SEND are supported effectively'.

The school formed the Learning Partnership Trust in 2015. It is now an integral part of the Trust's small family of primary schools, which work collaboratively together to achieve the best outcomes for all of our pupils.

Any Headteacher of Hatfield Heath Primary needs to have an aspirational educational vision and the strong leadership qualities necessary to continue to develop the school's excellence.

In considering applying for this role, you will be someone who sees the importance of building a cohesive team to continue to drive the school forward; being highly visible to your staff, pupils and parents; and you will be a team player believing in distributed leadership, comfortable with interfacing with the Trust, Governors and a wide range of stakeholders.

We still have much to achieve, but believe that strong staffing, curriculum, behaviour and systems are already in place; for the new Headteacher there is an exciting journey ahead.

We encourage applicants to visit Hatfield Heath Primary School to see what an exciting opportunity this is for yourself.

Yours sincerely,
Diane Hancock
Chair of Governors

Victoria Marrow
Chief Executive Officer

About the Role

The Learning Partnership Trust is seeking to appoint an inspirational leader, committed to the benefits of working within a Multi Academy Trust, to provide the very best educational experience for the children of Hatfield Heath Primary School and the other schools within the Trust as a result of deep and purposeful cross Trust collaboration.

In return we can offer:

- Access to a network of schools to share strategies and innovations
- Some centralised support services which reduce administrative burdens and allow headteachers to focus more on educational leadership
- Experienced and committed staff
- A salary of L12 – 18 per annum FTE

Applications

This appointment is supported by ASCL's Leadership Appointment Service. If you feel inspired to discover more about this exciting opportunity, need any further information or would like to arrange a visit to the school please contact Jo Corrigan on 07557 114082 or email Jo.Corrigan@ascl.org.uk

Please note the **closing date for applications is 4pm, Monday 10th March 2025**. Applications should be submitted via the Essex School Jobs website.

We welcome all applications regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

You are very welcome, and encouraged, to visit the school from **11.00am – 12 noon on Monday 3rd March 2025** or **1.30pm – 2.30pm on Thursday 6th March**.

Interviews will take place **on Monday 31st March 2025**.

Welcome to Hatfield Heath Primary School

Currently the school has 204 pupils on roll, based in 7 classes, covering year groups from Reception to Year 6. Less than 25% of pupils live in the local village of Hatfield Heath and the remainder of pupils travel to the school from neighbouring villages and towns. Each classroom is a good size and has effective IT resources to support highly effective learning. Our excellent staff are led by a strong Senior Leadership Team. Our outside areas have also been enhanced with some excellent PE equipment and re-energised spaces.

We recognise that successful education is a team effort, involving children, parents, staff, governors, the community and other relevant external agencies, working closely together to ensure optimum benefits for all.

The school itself dates from 1863 and is housed in two separate units:

- The main building is from two different centuries: - the Victorian part, which fronts the main road, contains the Headteacher's office, staffroom, Trust CEO's office, stockroom and two classrooms; and the 1994 part of the building which contains the visitors' reception area and school office, hall, library, study room, kitchen, SENDCo's office, Site-Manager's office and two further classrooms.
- Beside the school field is the Infant Block, which contains two infant classes, a sensory area, and a group use room. There is an additional class base adjoining the playground. We are awaiting confirmation of when these buildings will be replaced under the DfE school rebuilding programme.

The school has a hard play area, a sensory garden for quiet play, a spacious playing field and a heated learner swimming pool, which is in constant use during the summer. The independently run Hatfield Heath Pre-School is located on the school grounds.



Our children are given a wide range of experiences that help to develop them both academically and to develop confidence and inquisitive minds. There are many opportunities for them to develop within the school, for example building on leadership skills through role within the School Council and as House Captains. There are many extra-curricular activities, including individual music tuition and a variety of clubs, which are all designed to give every child the chance to engage in rich learning experiences, gain independence and enjoy their learning. There is a strong PFA, with a good track record of support for the school through fundraising.

The school has a very able and committed teaching staff and is looking for a dynamic and aspirational Headteacher to lead and build on the continuous success and further develop a cohesive team who can drive the school forward. If you are committed to aiming high, broadening horizons and developing children's confidence, then we would love to hear from you.



Our Mission, Vision and Values

Mission

In collaboration with our Parents/Carers and the whole community we aim to educate our children to:

- Grow and develop their skills, knowledge, self-esteem and resilience in the face of challenge.
- To be caring and compassionate, having empathy and respect for others.
- Develop a thirst for learning, maintaining self-belief and inspiration to progress through the educational system.
- Listen and communicate well and show an appreciation of diversity.
- Understand that perseverance is the key to unlocking new challenges.
- Take responsibility for their own actions and work collaboratively.

We aim to create a culture where aspiration and endeavour are intrinsic with excellent teaching at its heart where everyone feels valued and included.

Vision

Our school is founded on positive relationships between teachers, children, parents/ carers and we aim to provide a welcoming, caring and happy atmosphere in which all children are valued and championed. We believe that every child has the potential to succeed and achieve where our pupils take pride in their achievements and those of others. We aim to fully equip our pupils as citizens of the future fostering a love for learning and high aspirations. We strive for the highest possible standards of behaviour and achievement, providing a rich and challenging curriculum that inspires and enthuses.

Values

During the academic year of 2023-2024, and following on from the COVID-19 pandemic, we re-evaluated our school values so that they underpin our school mission statement and vision and are an intrinsic part of our school culture. As a result of this work, we introduced the following values to our whole school community:



Each week, we talk about a value in assembly and also discuss this in more detail in lessons to ensure children recognise how they each relates to their work as well as their behaviours. A child from each class is then awarded a 'Heath Values Ambassador' certificate in our Celebration Assembly that week for exemplifying the value.

What the pupils say about their school

Comments from children about the impact of the school values include:

“It’s good for learning and if you struggle ‘Ambition’ will encourage you to keep trying.”

“These have changed our school – people are getting on better.”

“People like celebrating the values and it’s making me more considerate.”



A recent pupil survey (June 2024) revealed:

96% of pupils enjoy school and 96% enjoy learning.

93% of pupils say they feel safe in school and 92% say they have an adult they can speak to in school if they are worried about something.

85% of pupils feel that the school values help them at school.

98% of pupils said that their teacher gives them work that makes them think.

97% of pupils say that the behaviour of others is good for at least most of the time.

96% of pupils feel that the school encourages them to respect people from other backgrounds and treat everyone equally.

31% of pupils say that bullying doesn’t happen in school with another 54% saying that if it does happen, teachers are good at resolving it.

95% of pupils say that their teacher encourages them to read.

Headteacher Job Description

Core Purpose

The Headteacher will be responsible for the internal organisation, management, and control of the school in accordance with applicable legislation, the policies of the governing body (including monitoring of its annual budget) and the instrument and articles of governance of the school.

The Headteacher, working with the governing body, senior leadership team and school staff, will provide overall strategic leadership for the school. The Headteacher will:

- actively support the ethos of the school and Trust through personal example and practice.
- lead, develop and support the direction, vision, values, and priorities of the school.
- develop, implement, and evaluate the school policies, practices, and procedures.
- lead and manage teaching and learning throughout the school.
- ensure accurate school self-evaluation to inform school improvement planning.
- have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school.

This job description should be read in conjunction with the contractual requirements and responsibilities of Headteachers set out in the School Teachers' Pay and Conditions document.

Main accountabilities:

Safeguarding

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

1. Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services.
2. Operating clear whistleblowing procedures.
3. Sharing information, with other professionals.
4. Take responsibility as the designated professional lead for Safeguarding.
5. Operating safe recruitment practices.
6. Ensuring appropriate supervision and support for staff, including undertaking induction, safeguarding training, and reviews of practice.
7. Establish, operate, and monitor clear policies for dealing with allegations against people who work with children.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors, and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise, and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally, and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Systems and Process

1. Ensure that the school's systems, organisation, and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity, and probity.
2. Provide a safe, calm, and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair, and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the trustees and local governors to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff, and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
7. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
8. Consult and communicate with the trust, governing body, staff, pupils, parents, and carers.
9. Lead and manage / be responsible for safeguarding and promoting the welfare of children.
10. Take on the role of Senior Information Risk Owner (SIRO) for the school.

The Self-Improving School System

1. Create outward-facing schools which collaborate with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

5. Model entrepreneurial and innovative approaches to school improvement, leadership, and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
7. Participate in arrangements for their own further training and professional development and appraisal and review of own performance.

Headteacher Person Specification

Please ensure your application gives evidence of how you meet each of the essential criteria **in no more than four sides of A4**.

The successful candidate will be able to demonstrate:	Essential	Desirable
---	------------------	------------------

Education/Qualifications & Professional Development		
Qualified Teacher Status	Yes	
Good honours Degree or equivalent qualification	Yes	
Relevant Higher Degree and/or NPQH		Yes
Evidence of commitment to continuous professional development relevant to the post	Yes	
Substantial, successful and recent experience of teaching across the primary age range	Yes	

Professional Qualities, Knowledge and Experience		
Successful impact of leading whole school innovation, creativity, and change	Yes	
Successful experience of raising standards for all pupils, including vulnerable groups, with clearly demonstrable outcomes	Yes	
A commitment to the protection and safeguarding of young people and an up-to-date knowledge of Child Protection procedures	Yes	
Evidence of the application of strategies to review, evaluate and improve teaching and learning	Yes	
Experience of leading collaborative partnerships outside of school and working closely with external partners, e.g. other schools, Teaching School Alliances		Yes

Leadership and Management		
The ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals	Yes	
Leadership and management of staff recruitment, appointment, induction and performance	Yes	
A commitment to supporting the mental health and well-being of pupils and staff	Yes	
Clear knowledge and understanding of assessment and monitoring procedures, use of assessment to drive improved outcomes for each child and the ability to implement these	Yes	
Understanding of the school budget, ensuring robust and efficient financial and resource management	Yes	
Knowledge and Skills / Teaching and Learning		
A clear understanding of the strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance	Yes	
Understanding and experience of curriculum design and management that helps to provide the choice and flexibility to meet the personal learning needs of every pupil	Yes	
The ability to manage and resolve conflict	Yes	

Personal Qualities and Professional Attributes		
The ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals	Yes	

High levels of motivation, organization and the ability to manage time effectively and meet deadlines using delegation when needed	Yes	
The ability to build and maintain quality relationships with all staff, trustees, governors and parents	Yes	
The ability to think analytically and creatively and demonstrate initiative in solving problems	Yes	

In addition to the above qualities, skills and knowledge, candidates will be expected to demonstrate that they are fully committed to the ethos of Hatfield Heath Primary School and working collaboratively with The Learning Partnership Trust.

Recruitment and Selection Policy Statement

1. The Trust Board is committed to:
 - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
 - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
 - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;

and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Trust Board recognises the value of and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and setting:
 - receipt of satisfactory references
 - verification of identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you not barred from working with Children
 - verification that you are not prohibited from teaching
 - verification of medical fitness for the particular role
 - verification of qualifications and of professional status where required e.g. QTS status
 - the production of evidence of the right to work in the UK
 - verification of successful completion of/exemption from statutory induction period
 - verification that you are not subject to a section 128 direction preventing you from holding a management position within a school
 - a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all preferred candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police) prior to their offer of employment being confirmed. When making a recruitment decision Trust will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Trust Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the Trust (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case-by-case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
- How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

This Trust Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. In line with recommended practice in the statutory guidance "Keeping Children Safe in Education", the school will conduct searches for information on shortlisted candidates which is publicly available on-line. The purpose is limited:
 - to identify issues which call into question the applicant's suitability to work with children;
 - to verify employment history

Only information related to the purposes stated will be shared with the panel. Any information will be discussed with candidates at interview before any decisions regarding the recruitment process are made.

9. The Trust processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals

only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the Trust's retention schedule.

A copy of our Recruitment Procedure is available upon request.