



Hughenden Primary School

Working together, Empowering Lives, Enriching Minds

Hughenden Primary School

Headteacher Application Pack



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LETTER FROM THE CHAIR OF GOVERNORS

Hughenden Primary school
Spring Valley Drive,
Hughenden Valley,
High Wycombe,
Buckinghamshire,
HP14 4LR

Dear Applicant

Thank you for your interest in the post of Head Teacher at our school. We enclose a pack of information about the school and the job specification and we hope it will give you a taste of the school and our intentions for its future development.

We have an Interim Head and we are now looking to appoint a permanent Head Teacher to begin as soon as possible.

The school has been fortunate in our Interim Head, and we are now looking for someone with the skills to both continue the good work and to have the commitment to raise the standards for the school even further.

The school has good facilities and we place great importance in extending the children's learning beyond the school day.

The Governors are highly committed to the long term development of the school and we will support the new Head Teacher in any way we can with the leadership of the school. Together with the staff we are really proud of our school and we would be delighted to welcome you to visit us prior to your application when either the Interim Head or one of my fellow governors will be happy to show you round.

Please contact the school office on 01494 562501 where one of the office staff will be happy to make an appointment for you.

Thank you once again for your interest and we look forward to hearing from you.

David Sparks
Chair of Governors

THE PROCESS...

Hughenden Primary school
Spring Valley Drive,
Hughenden Valley,
High Wycombe,
Buckinghamshire,
HP14 4LR

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| Telephone | 01494 562501 |
| Email | office@hughendenprimary.co.uk |
| Number on roll | 210 |
| Salary range | L12 – L18 |

Please complete the Application Form and return it, preferably by email, to the school office: office@hughendenprimary.co.uk

Or post it to the address above.

Closing date: Monday 13th December 2021
Shortlisting: Tuesday 14th December 2021
Interviews: Thursday 16th December 2021

ABOUT THE SCHOOL

The Area

Hughenden Valley is situated within the Chiltern Hills in the south of Buckinghamshire. Its nearness to the M40 allows easy access into London and other motorway networks. It also has a good rail service being on the Chiltern line between London and the Midlands.

The High Wycombe urban area of which the town is the largest component, has a population of approximately 125,000. It is a mixed residential and industrial town with a long history of furniture making due to the surrounding beech woodlands. The town has good shopping, leisure and entertainment facilities, attractive parks and town centre.

The surrounding countryside, woodland and amenities of the Thames Valley are easily accessible and popular for many recreational activities.

Hughenden is mentioned in the Domesday book but only as Hughenden Manor. It was valued at £10 – Yes! For the whole lot! The name Hughenden has many possible derivations and indeed spellings: Huchenden; Hochendene; Hychendene; Hutchindon. One possible explanation for the name comes from the Celtic word “Hitchin” meaning “dry river” and “den” or “dene” meaning valley; referring to the winterbourne stream.

Until the start of development most of the valley was covered by orchards, plums, cherries and apples; hence the local road names, Orchard Close, Trees Avenue and Cherry Tree Close. The site of our school was certainly part of large orchards owned by the Aldridges of Coombe Lane. A picture on the school web site shows fruit pickers at work.

The School

The school is located in its own grounds in a pleasant residential area to the north of High Wycombe in the Hughenden Valley – part of the Chilterns Area of Outstanding Natural Beauty. The school caters for Reception, Key Stage 1 and 2. There is also a Pre-School provision.

Hughenden Primary School started life as an infant school in 1973 in response to the need from a rapidly developing village community. It has always provided a small school ethos and an ideal start for our children into education. The change to primary school took place in 2006 in line with national government and local county council guidance on primary education. This meant a reduction in admissions from 30 to 15 and teaching organised in mixed age classes.

In 2015 the school decided to expand again with 30 pupils being admitted each year and becoming a single form entry school. A building project resulted in adding three additional classrooms, a small conference room, and extended the staff room.

The Pupils

The school takes pupils from the age of 4 years up to 11 years. Some of the children come from the village of Hughenden Valley with other children travelling out from High Wycombe itself.

The area is generally economically advantaged and parents are supportive of their children's learning and keen for them to do well. The children are well motivated and keen to learn. They behave well and listen attentively to their teachers and each other.

Buckinghamshire operates a selective education system and pupils transfer at 11 plus to secondary schooling, either at local Upper Schools or Grammar Schools.

The Accommodation

All our classrooms have good natural light and are equipped with interactive whiteboards. Quiet rooms and cloakrooms adjoin each classroom. Our large, well equipped hall is used for PE, singing, music, assemblies and social events.

Adjoining the south side of the building we have two large playground areas giving plenty of space for playground games extending to a large playing field with shady trees and a gazebo. A fenced wild life area includes two ponds and is home to a whole range of plants, insects, flowers and butterflies. Hughenden Valley Football Club uses the playing field at weekends.

We have hot meals daily for any child who would like one. Children can have a hot dinner every day or if they prefer, on selected days during the week.

The Staff

The staff comprises of a Headteacher, Deputy Headteacher, 7 class teachers, and a number of support staff.

The Governors

The Governing Body is made up of:

- 2 elected Parent Governors
- 1 Local Authority appointed Governor
- 1 Staff Governor
- 6 Co-opted Governors
- 1 Headteacher

WHAT OUR CHILDREN WANT FROM OUR NEXT HEADTEACHER...

We asked our school council what they thought about a new HeadTeacher. Here are some of their wishes:

- *Someone who is kind, listens to people and gives advice*
- *A headteacher who will give us longer breaks and more playground equipment*
- *They should be knowledgeable about science*
- *Someone who can plan fun activities*
- *Someone with a nice name!*
- *A headteacher who can listen if we have problems at home and can help us to sort it*
- *More clubs!*
- *A new basketball pitch on the bottom playground*
- *More toys for wet play*
- *I would like a running track on the field*
- *To be on duty*
- *More Lego for break times*
- *Someone who knows how to make our school the best*

JOB DESCRIPTION

GENERAL FUNCTIONS

To be responsible for the internal organisation, management and control of the school. In carrying out his/her duties, a Headteacher shall consult, where this is appropriate, with the Authority, the Governing Body, the staff of the school and the parents of its pupils.

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| PROFESSIONAL DUTIES | <p>The professional duties of a Headteacher shall include:</p> <ul style="list-style-type: none"> • Upholding at all times the duties as laid out in the Teachers Standards Document • Formulating the overall aims and objectives of the school and policies for their implementation. • Appointment of staff. • Participating in the selection and appointment of the teaching and non-teaching staff of the school. • Management of staff. • Deploying and managing all teaching and non-teaching staff of the school and allocating particular duties to them. • Ensuring that teachers at the school receive information they need in order to carry out their professional duties effectively. • Enabling advanced skills teachers to fulfil their outreach duties. • Reporting to the Chair of Governors annually on the professional development of all teachers at the school. • Liaison with staff unions and associations. • Maintaining relationships with organisations representing teachers and other persons on the staff of the school. |
| Curriculum | <ul style="list-style-type: none"> • Determining, organising and implementing an appropriate curriculum for the school, having regard to the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school. |
| Review | <ul style="list-style-type: none"> • Keeping under review the work and organisation of the school. |
| Standards of teaching and learning | <ul style="list-style-type: none"> • Evaluating the standards of teaching and learning in the school and ensuring that proper standards of professional performance are established and maintained. |
| Performance management, training, development and induction of staff | <ul style="list-style-type: none"> • Supervising and participating in arrangements made in accordance with regulations for the appraisal of the performance of teachers in the school. • Ensuring that all staff in the school has access to advice and training appropriate to their needs, in accordance with the policies of the maintaining Authority and Governing Body. |
| Management information | <ul style="list-style-type: none"> • Providing information about the work and performance of the staff employed at the school where this is relevant to their |

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| | future employment. |
| Pupil progress and Achievement | <ul style="list-style-type: none"> Ensuring that the progress of pupils of the school is monitored and recorded and used to inform future intervention. |
| Discipline | <ul style="list-style-type: none"> Ensuring the maintenance of good order and discipline at all times during the school day (including the break and lunchtimes) when pupils are present on the school premises. |
| Relations with parents | <ul style="list-style-type: none"> Making arrangements for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims. |
| Relations with other bodies | <ul style="list-style-type: none"> Promoting effective relationships with persons and bodies outside the school. |
| Relations with the Governing Body | <ul style="list-style-type: none"> Providing relevant and accurate information for the Governing Body Advising and assisting the governing body of the school in the exercise of their functions. |
| Relations with other educational establishments | <ul style="list-style-type: none"> Maintaining liaison with other schools and EYFS settings with which the school has a relationship. |
| Resources | <ul style="list-style-type: none"> Allocating, controlling and accounting for those financial and material resources of the school which are under the control of the headteacher. |
| Premises | <ul style="list-style-type: none"> Making arrangements for the security and effective supervision of the school buildings and their contents and of the school grounds. |
| Absence | <ul style="list-style-type: none"> Arranging for a deputy headteacher or other suitable person to assume responsibility for the discharge of his/her functions as headteacher at any time when he/she is absent from the school. |
| Teaching | <ul style="list-style-type: none"> Participating, to such an extent as may be appropriate having regard to his/her other duties, in the teaching of pupils at the school, including the provision of cover for absent teachers. |

The governing body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

| | Essential | Desirable |
|---|--|---|
| Qualifications | <ul style="list-style-type: none"> • Good honours degree • Qualified teacher status | <ul style="list-style-type: none"> • Post-graduate study – E.g. MA, M.ED, NPQH |
| Experience | <ul style="list-style-type: none"> • Deputy Headteacher or substantial experience in a senior management position including strategic leadership responsibilities • Evidence of strong classroom teaching and strategies for raising achievement | <ul style="list-style-type: none"> • Headship experience • Experience of the whole primary age range incl. EYFS • SEN expertise • DSL • Health and Safety experience |
| Knowledge and Skills | <ul style="list-style-type: none"> • Knowledge and understanding of statutory education frameworks including the inspection process and governance • Knowledge of current curriculum developments and enthusiasm to be involved in curriculum design • Experience of strategic financial planning • Analysis and use of educational data for assessment purposes and target setting • Strong safeguarding knowledge and understanding of regulations including child protection and safer recruitment | <ul style="list-style-type: none"> • Experience of budget setting and monitoring and principles of best value • Experience of developing policies and school development planning • Experience of benchmarking (financial and educational performance) |
| Leadership and Management Skills | <ul style="list-style-type: none"> • Motivating and inspiring to pupils and staff • Can develop a clear vision for the schools continued success and development • An effective leader who is a strong role model • Ability to delegate tasks and responsibilities and monitoring outcomes • Setting standards and communicating expectations • Demonstrating commitment and promotion of inclusion, equality and diversity | <ul style="list-style-type: none"> • Experience of leading recruitment and staff selection • Experience of leading significant change |

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| | <ul style="list-style-type: none"> • Provides professional direction through mentoring, coaching and performance reviews • Ability to plan and lead effective and relevant CPD | |
| Decision Making Skills | <ul style="list-style-type: none"> • Uses a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance • Can think creatively • Works collaboratively to anticipate and solve problems / identify opportunities • Analyses, interprets and acts upon relevant information and data | |
| Communication Skills | <ul style="list-style-type: none"> • Confident user of ICT to enhance teaching and learning • Good communication skills to provide clear and accurate information and well-informed advice • The ability to negotiate, consult and influence pupils, parents, governors and the wider community | <ul style="list-style-type: none"> • Experience of effectively chairing meetings • Effective reporting to the Governing Body • Experience of working collaboratively with all stakeholders, agencies and local organisations |
| Self Management | <ul style="list-style-type: none"> • A record of recent relevant professional development that includes training in leadership and management • Undertakes a shared approach to problem-solving and achieving goals | <ul style="list-style-type: none"> • Ability to maintain a work life balance of self and others • Experience of using relevant research to inform developments |
| Personal Attributes | <ul style="list-style-type: none"> • A visible leader who inspires and motivates their team and other stakeholders • Strong organisational, planning and time-management skills • Self-confident but also self-aware • Leads with integrity, enthusiasm and commitment • An ability to hold oneself and others to account and deliver strong outcomes for pupils | <ul style="list-style-type: none"> • Takes responsibility for own professional development |

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| | <ul style="list-style-type: none"> • Shows consistency of judgement and high integrity. Resilient, positive and calm with a sense of humour • Committed to the ethos of our school. Someone who cares and wants to make a difference • Committed to achieving the best for every child and maintaining an environment where every pupils and member of staff feels valued | |
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