***Dundale Primary School & Nursery***

***~ Learning, Exploring, Reaching for Success***





**HEADTEACHER CANDIDATE PACK**

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**INFORMATION FOR CANDIDATES**

**Pay Range:** L8 – L21

**Start Date:** September 2021

**Closing Date**: Wednesday 28thth April 2021

**Shortlisting Date**: Monday 10th May 2021

**Interview Date:**  Thursday 13th May 2021

**Visits to the school**: Please contact the Office Manager at [officemanager@dundale.herts.sch.uk](mailto:officemanager@dundale.herts.sch.uk) to arrange a time

**School website:**  <https://www.dundale.herts.sch.uk/>

**Teach in Herts website**: <https://www.teachinherts.com/>

**Applications to be sent to:**

Leadership.recruitment@hertsforlearning.co.uk

**WELCOME FROM OUR CHAIR OF GOVERNORS**

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**Dundale Primary School & Nursery**

Silk Mill Way,

Tring,

Hertfordshire, HP23 5DJ.

Dear Applicant,

Thank you for showing your interest in becoming the Headteacher at our school. I hope that you find the information pack useful in providing an introduction to Dundale School and I am delighted that you see our school as one whereby you could make an impact.

This position became vacant following the departure of our Head teacher at the end of the Autumn term 2020 and our Assistant Head has been Acting Headteacher since this time. Our last OFSTED Inspection was in September 2015 where the school was graded Good. Although results declined since this time, we are making great strides with our school improvement plans and are confident and excited for the future.

Dundale Primary School & Nursery is a single form entry community school in Tring, Hertfordshire serving a diverse and vibrant local community. Supporting individuals and their families is an integral part of the way we work at Dundale and an ethos we are proud to foster. We are also proud within school that each child is seen as unique with individual needs which are understood and met.

It is anticipated that we will be joining the Ridgeway Learning Partnership from September 2021. Being part of the Ridgeway Learning Partnership will not only give our new Head teacher the opportunity to develop their career but the necessary local support and expertise to raise both standards of teaching and learning and pupil attainment which will be the ongoing challenge for our new Headteacher.

In recruiting a new Headteacher we are seeking someone who has the experience, enthusiasm, drive, and energy to move our school forward to the next stage of its development working in partnership with the RLP as we endeavour to move on to the next stage of our journey. This is a unique opportunity for someone who is passionate about making a real difference.

The closing date for applications is the 28th April, 2021. Shortlisting will be taking place on 10th May 2021. If you wish to discuss the role, please contact me at [bhamilton@dundale.herts.sch.uk](mailto:bhamilton@dundale.herts.sch.uk) to arrange a suitable time. To arrange a visit to the school, please contact our Office Manager at [officemanager@dundale.herts.sch.uk](mailto:officemanager@dundale.herts.sch.uk).

Thank you for your interest and if you feel you meet the requirements of the post, I, together with my colleagues, look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting challenge. Good luck with your application and I look forward to meeting you.

Yours faithfully,

**Barbara M Hamilton**

**Chair of Governors**

**Dundale Primary School & Nursery**

**OUR SCHOOL**

Dundale is a thriving community school in Tring, Hertfordshire. It is out vision to raise levels of achievement by developing the curriculum towards an empowering learning experience where pupils are equipped with the thinking, social and learning skills needs for their future economic well-being.

It is important for all in our school and community to instil the values of community, achievement, and enjoyment in our young children. We strive to provide the best opportunities for all the children in our school ~ academic, artistic, athletic, moral, and spiritual. The school works closely with our partners at Orchard Children’s Centre to ensure that the youngest members of out community are ready to get the most out of school when they join us.

**VISION AND VALUES**

Our vision to be a school where all our children thrive, love learning and develop resilient foundations for success in life as positive members of society.

* We are a diverse and inclusive community that values the vast unknowable potential and voice of each person.
* We actively work together in mutual respect for the happiness and wellbeing of the school community as a whole.
* We have an engaging curriculum that fosters deep learning of values, skills, concepts and powerful knowledge.

**Key enables are:**

* Assessment that is transparent and serves each learner to know what they are capable of now and what to do to improve in the future.
* Promotion of active citizenship and dialogue.
* Coherent systems, policies and procedure to promote the development of values and learner characteristics.
* A growth-mindset culture across the community evident in language, systems and equal opportunities.

**KEY INFORMATION**

* Dundale Primary School & Nursery is a co-educational maintained primary school situated in Tring, Hertfordshire.
* Ofsted ~ the last Ofsted Inspection was in September 2015 when the school was rated as Good.
* Age Range: 4 – 11
* Number of children in school: 197
* Children with SEND: 17%
* Children in receipt of FSM: 33%
* Children in receipt of PPG: 32%
* Children in receipt of PPG with SEN: 10%
* Children with EAL: 2.5%

**WHAT WE ARE LOOKING FOR:**

**We are looking to appoint a Headteacher who has:**

* A commitment to the wellbeing of all members of our school community.
* A passion for education, inclusion, and continuing improvement.
* High expectations of our children's attainment and behaviour.
* Excellent communication skills and the integrity and empathy to build and maintain positive relationships within our school, local, and trust community.
* A proven track record as an excellent classroom practitioner, who leads by example with the skills and knowledge to effectively motivate, develop and inspire our brilliant teachers and support staff.
* A commitment to collaborative school improvement, with a track record of raising both pupil attainment and standards of teaching and learning.
* The ability to make and implement difficult decisions and who is unafraid of challenge.

**WHAT WE OFFER IN RETURN:**

* A welcoming and well-resourced school with extensive facilities and grounds.
* A dedicated and responsive staff team who are committed to supporting the pupils and each other.
* Enthusiastic pupils who are proud of their school and are excited by learning.
* An experienced and supportive Governing body who work hard for the school.
* Commitment to your professional development.
* A school with the ambition to continue to improve at pace and contribute fully to the development and success of the Ridgeway Learning Partnership.

***Dundale Primary School & Nursery***

**Job Description for Headteacher at Dundale Primary School & Nursery**

**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.

This job description reflects the national standards of excellence for headteachers 2020. <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

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

Head teachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for students. Together with those responsible for governance, they are custodians of the nation’s schools. Parents and the wider public rightly hold high expectations of head teachers, given their influential position leading the teaching profession and on the young people who are their responsibility.

**Key responsibilities as Headteacher of Dundale Primary School & Nursery**

**Standards**

* Effectively lead and manage the school to secure the best possible progress and attainment for our children.
* Promote excellence, equality, and high expectations for all pupils.
* Build high and consistent standards across the school in terms of policy, procedure and expectations of both pupils and staff.
* Create and maintain a secure, caring and stimulating environment to promote curiosity, a love of learning and the knowledge and skills to excel in life.

**Administration:**

* Effectively and efficiently deploy resources to achieve the school’s aims.
* Ensure effective and efficient day-to-day management, organisation and administration of the school.

**Community:**

* To build, develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of our pupils.
* Maintain and develop the ethos and values of the school.

**Section 1: Ethics and professional conduct**

Our Head teacher will demonstrate consistently high standards of principled and professional conduct and is 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](https://www.gov.uk/government/publications/the-7-principles-of-public-life) at all times.

The Headteacher at Dundale School should uphold public trust in school leadership and maintain high standards of ethics and behaviour both within and outside school and:

* 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 for all 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 leader of the school community our Headteacher will:

* serve in the best interests of the school’s pupils, staff and parents/carers;
* 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 school community.

**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 and quality first 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 and summative assessment to have a lasting impact on children’s learning.
* To break down the barriers to learning by providing individualised and personal support to children and their families.

**3. Curriculum and assessment**

* Ensure a curriculum that is ambitious and clear in its intent, implementation, and impact. It should be broad, structured, and coherent demonstrating a clear continuum of knowledge and skills within and between subjects.
* 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.
* 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, pupils, parents/carers and governors.
* 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.
* Uphold fundamental British values including democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs.

**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 that staff have access CPD opportunities rooted in up-to-date educational research promoting an atmosphere of continual personal development and aligned to 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, are evidence based, good value and measurable.
* in terms of impact.

**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 upholding the principles of transparency, integrity, and probity.
* 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.
* Think creatively and imaginatively to anticipate and solve problems and identify opportunities for the school.

**9. Working in partnership**

* Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
* Commit Dundale School to work successfully with other schools and organisations in a climate of mutual challenge and support and to explicitly support transition stages.
* 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.



***Dundale Primary School & Nursery***

**Person Specification and Personal Statement**

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they **meet the first 7** of the Qualifications, Knowledge and Experience and Professional Development sections. It is important to provide examples using the STAR acronym (**s**ituation, **t**ask, **a**ction, **r**esult) 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** | **✓** |  |  |  |
| Knowledge, skills and evidence of successful experience and implementation of working with Early Years Foundation Stage / KS1 and KS2 pupils and staff | **E** | **✓** |  |  |  |
| Recent successful leadership as a Head, Deputy or School Improvement Lead | **E** | **✓** |  |  |  |
| Has current training for Child Protection and Designated Safeguarding Lead and has successfully undertaken the role within the school setting | **E** | **✓** |  |  |  |
| **Professional Development** | | | | | |
| Evidence of appropriate and recent professional career development for the role of Headteacher | **E** | **✓** |  |  |  |
| Evidence of recent leadership and management operational training and development | **E** | **✓** |  |  |  |
| Has successfully undertaken approved safer recruitment training | **D** | **✓** |  |  |  |
| Has a commitment to using educational research to inform role as Headteacher and to continue own personal development | **E** | **✓** | **✓** |  |  |
| **Leadership Skills** | | | | | |
| Ability to articulate a clear vision for the future focussed on providing an excellent education for our pupils | **E** | **✓** | **✓** | **✓** |  |
| Proven record of inspiring, enabling and motivating others to succeed in an inclusive environment | **E** | **✓** | **✓** |  | **✓** |
| Able to devolve responsibilities, delegate tasks and monitor performance to support and provide direction where necessary. | **E** | **✓** |  |  | **✓** |
| Have commitment to staff development targeted to raise standards and outcomes for all stakeholders. | **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** | **✓** | **✓** |  | **✓** |
| **Whole School Leadership and Management Experience (EYFS and Primary)** | | | | | |
| Evidence off successful leadership and leading strategic planning and managing change in pursuit of securing better outcome for children. | **E** | **✓** | **✓** |  |  |
| Demonstrable skills in listening and engaging with stakeholders including parents/carers in a range of ways on a daily basis or as a lead on specific projects to ensure access for all. | **E** | **✓** | **✓** |  |  |
| Experience and evidence of successful collaboration of working with stakeholders including governors, school improvement partners and external agencies / companies | **E** | **✓** | **✓** |  |  |
| A demonstrable understanding and commitment to fulfilling safeguarding obligations to secure a safe environment for all | **E** | **✓** | **✓** |  | **✓** |
| Evidence of successful health and safety strategies to promote and ensure the wellbeing of children and staff | **E** | **✓** | **✓** |  | **✓** |
| Evidence of working collaboratively with stakeholders to ensure an inclusive education for all | **E** | **✓** | **✓** |  | **✓** |
| Evidence of SEND knowledge, experience and successful collaboration with SEND stakeholders to secure improved outcomes for children with SEND. | **E** | **✓** | **✓** |  | **✓** |
| A demonstrable understanding of behavioural strategies and evidence of successful implementation to ensure improved outcomes for children with challenging behaviours | **E** | **✓** | **✓** |  | **✓** |
| Evidence of developing the performance of staff through effective performance management to ensure improved outcomes for all children | **E** | **✓** | **✓** |  |  |
| Evidence of providing support and encouragement to staff for CPD and wellbeing as well as for themselves | **E** | **✓** | **✓** |  |  |
| Experience of successful experience and implementation of a strategic plan across a whole school, identifying priorities and evaluating the impact | **D** | **✓** | **✓** |  |  |
| Evidence of successful experience and implementation of leading change across a whole school, identifying priorities and evaluation the impact | E | **✓** | **✓** |  |  |
| Demonstrable knowledge of strategic financial planning and budgetary management as well as evidence of successful implementation to ensure school development for all stakeholders and improved outcomes for children | **D** | **✓** | **✓** |  |  |
| Have had responsibility for whole school policy development and implementation | **D** | **✓** | **✓** |  |  |
| **Personal Qualities** | | | | | |
| Ability to demonstrate an ability, determination, and enthusiasm to ensure improved outcomes for all children in the school enabling them to fulfil their potential | **E** | **✓** | **✓** | **✓** | **✓** |
| Leads by example with integrity, resilience, and enthusiasm | **E** | **✓** | **✓** |  | **✓** |
| Demonstrates an ability to successfully engage and inspire children, staff, parents/carers and the wider community e.g., empathy, enjoyment, inclusion | **E** | **✓** | **✓** | **✓** | **✓** |
| Demonstrates an ability to challenge people and resolve performance and relationship issues | **E** | **✓** | **✓** | **✓** | **✓** |
| Leads with an adaptable leadership style, being ‘hands on’ when required balanced with knowing when to delegate | **E** | **✓** | **✓** |  | **✓** |
| Thinks creatively and imaginatively to anticipate and solve problems, and identify opportunities for the school | **E** | **✓** | **✓** | **✓** | **✓** |

**COMPLETING YOUR APPLICATION**

Using 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 training completed, particularly those in recent years which have helped to prepare you for headship.

**Person Specification and Personal Statement**

When writing your responses, it is important that you address each of the requirements in the person specification. Be sure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

**Covering letter**

You may also wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size11.

**References**

Please make sure your referees are aware of your application and that they are able to provide a swift turn round. Preferred referees are your last two employers, and you should provide their official organisation email address for us to contact. One referee is likely to be your last Head teacher or Chair of Governors.

**Important dates and information**

Dundale Primary School & Nursery 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 2020).

**Closing date**: 28th April 2021

**Short listing:** 10h May 2021

**Interview date**: 13th May 2021

**by developing the curriculum towards an empowering learning experience, start.**