



# St Michael's Church of England VA Primary School


Headteacher Recruitment Pack

Spring Term 2025



St Michael's  
School

ITS FULLNESS



ST MICHAEL'S PRIMARY SCHOOL

**AN OUTSTANDING SCHOOL**

**Ofsted 2024**

|                               |                    |
|-------------------------------|--------------------|
| Quality of education:         | Outstanding        |
| Behaviour and attitudes:      | Outstanding        |
| Personal development:         | Outstanding        |
| Leadership and management:    | Outstanding        |
| Early years provision:        | Outstanding        |
| <b>Overall Effectiveness:</b> | <b>Outstanding</b> |

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# WELCOME FROM THE CHAIR OF GOVERNORS

Dear Applicant,

Thank you for your interest in the Headteacher role at St Michael's VA Primary School, St Albans. I hope you find this information pack provides some insight into our school; our Christian values and the strong sense of community of which we are proud to be part.

The vacancy has arisen as a result of the retirement of our current Headteacher after 10 years of exceptional leadership – playing a pivotal role in the expansion of the school and its OFSTED “Outstanding” rating.

St Michael's is a one form entry split site primary school situated within the “St Michael's village” area of St Albans. The school is an integral part of the local community with strong links to the church; with Victorian heritage and built upon Roman ruins – both of which feature prominently in our rich and dynamic curriculum. Our Forest school adds another dimension to this vibrant learning environment. The school prides itself as an inclusive and diverse family.

St Michael's was assessed by OFSTED as an “Outstanding” school in July 2024. OFSTED commented that “Pupils are proud to attend this close-knit, community-minded school. They enjoy knowing they are part of the school's important heritage. Pupils are highly aware of and enthused about the school's legacy and their impact on it.”

The Governors are proud to be part of an “Outstanding” school. The close bond and relationships that have been developed between staff, pupils, parents, church and the broader school community are the critical components in our success – and are testament to the “St Michael's family”.

In recruiting a new Headteacher we are seeking someone who shares our Christian vision, ethos and values. We are passionate about ensuring the best educational start in life for all our children - promoting a lifelong love of learning; and to equip them with the broader skills and capabilities that will allow them to flourish in our community. The successful candidate will appreciate the uniqueness of our setting and have the skills, enthusiasm and commitment to take the school on the next steps in its journey to live “Life in all its Fullness”.

The closing date for applications is Wednesday 19th February 2025. For further information about our school, please visit our **website at [www.stmichaels.herts.sch.uk](http://www.stmichaels.herts.sch.uk)**

If you wish to discuss the role, please contact the Chair of Governors, **Alex Sage at [asage@stmichaels.herts.sch.uk](mailto:asage@stmichaels.herts.sch.uk)** to arrange a mutually convenient time. We would encourage interested applicants to visit our school. Please contact **Alison Rafferty - [head@stmichaels.herts.sch.uk](mailto:head@stmichaels.herts.sch.uk) / 01727 854 866** - to arrange a suitable time.

Thank you for taking the time to engage with the unique opportunity that St Michael's School offers. My fellow governors and I look forward to meeting candidates interested in taking the school forward on the next steps in its educational journey. We wish you the best with your application and look forward to meeting you.



Alex Sage

Chair of Governors



# WELCOME FROM THE HEADTEACHER

Dear Candidate

Thank you for showing an interest in applying for the post of headteacher at St Michael's. It has been a privilege to be headteacher of this wonderful school for the last ten years and I shall be incredibly sad to leave when I retire at the end of the summer term.

If you are fortunate enough to be appointed headteacher at St Michael's you will become part of a strong community of children and their families, working with highly experienced and skilled staff and supported by a dedicated team of governors.

As a Church of England school, our Christian values drive all that we do. We have very close links with St Michael's Church, and Collective Worship is an integral part of school life. The 'Life in all its fullness' curriculum is inclusive and exciting. The children understand the school's 'non-negotiables' and they know that they can grow in wisdom day by day, making a positive difference to their community and leaving a lasting legacy.

I am sure that under new leadership, St Michael's will build on its proud heritage and go from strength to strength as the school approaches its 150<sup>th</sup> anniversary in 2026.

I wish you every success with your application.

Best wishes

Alison Rafferty



# SCHOOL STATISTICS

## Type of school:

Mainstream Church of England  
Voluntary Aided Primary School

## Age Range:

4-11 Yrs

## Number on Roll:

197



**Outstanding**  
July 2024



**SIAMS: Excellent**  
January 2020



**Located in St Albans**

10%

EAL

15%

SEND

9%

FSM

13%

Pupil  
Premium



# ABOUT OUR SCHOOL

Established in 1876 as a Church of England school, St Michael's has a long tradition of nurturing young minds and hearts. While its foundations are firmly rooted in Christian values, the school warmly welcomes children of all faiths and none, fostering a spirit of inclusion and respect.

Collective Worship at St Michael's is predominantly Christian, reflecting its heritage, but the school also teaches about all major world religions as part of its RE curriculum. This approach instils respect for people of all faiths, beliefs, and views, celebrating diversity while promoting shared values.

St Michael's Church of England Primary School has a distinctive village feel, creating a close-knit and welcoming community where every individual is valued. Strong partnerships with families, a dedicated staff team, and a supportive Governing Body underpin a collaborative approach to education, nurturing children's potential and equipping them with the character, skills, and knowledge to thrive.

Rooted in love, the school's mission is to help pupils live with purpose and joy. Well-being is central to this vision, with a focus on fostering emotional health and happiness as essential foundations for success. By cultivating a culture of care and open communication, St Michael's ensures that all members of the community feel supported and empowered to reach their full potential.

St Michael's provides a broad and engaging curriculum that prepares children for life by teaching essential lifelong learning skills, fostering creativity, and encouraging exploration. The curriculum is shaped by St Michael's Curriculum Tree, underpinned by Christian values:

- **Friendship**, guiding relationships through forgiveness and trust.
- **Wisdom**, teaching responsibility and discernment in learning.
- **Perseverance**, inspiring creativity and resilience.
- **Respect**, fostering peace, justice, and care for all people and the world.



# ST MICHAEL'S CURRICULUM TREE

Our Curriculum Tree and Curriculum Drivers have been linked to key values, all underpinned in Love:

- ❖ **People Skills:** communication and confidence
- ❖ **Learning Skills:** attitude and aspiration
- ❖ **Creativity:** culture and heritage
- ❖ **Exploration:** discovery and adventure





# OUR CHRISTIAN VALUES

## ***“Life in all its fullness”*** (John 10:10)

- ❖ Friendship - in our relationships
- ❖ Wisdom - in our learning
- ❖ Perseverance - in our creativity
- ❖ Respect - in our attitude to the world and all people

The school’s vision of *“Life in all its fullness”* (John 10:10) is realised through a nurturing, inclusive environment where every child feels happy, safe and supported.





# OUR NEW HEADTEACHER

We are seeking a Headteacher who will:

- ❖ Be committed to the Christian faith and demonstrate a deep understanding of the Christian distinctiveness of a Church of England school.
- ❖ Embrace, promote, and evolve the school's Christian values with compassion and integrity.
- ❖ Lead with enthusiasm, resilience, and strategic vision to ensure the school continues to evolve and thrive.
- ❖ Inspire and nurture an experienced and dedicated staff team, fostering strong interpersonal relationships and a positive culture.
- ❖ Act as a visible, approachable leader who supports and motivates staff, pupils, and families.
- ❖ Place the well-being of all children and staff at the heart of school life, ensuring a nurturing and inclusive environment.
- ❖ Bring a resilient and solution-focused approach to turn challenges into opportunities for growth.
- ❖ Possess excellent interpersonal skills and actively engage with the church, Governing Board, parents, staff, pupils, and the wider community, strengthening collaborative links.



# WHAT WE CAN OFFER

- ❖ A welcoming school with a positive and caring Christian environment, underpinned by our values
- ❖ An experienced and dedicated staff team
- ❖ Wonderful, well-behaved, caring, enthusiastic children with a desire for learning
- ❖ A positive relationship with parents, the church, and our local community
- ❖ Opportunities for continued professional development
- ❖ A clearly structured curriculum across all subjects
- ❖ A supportive, committed and skilled Governing Body
- ❖ A unique split-site setting in the 'St Michael's Village' area of St Albans



# 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 (situation, task, action, result) relating to the person specification criteria.

|  |   | Essential/<br>Desirable | Application<br>form | Assessment<br>stage |
|--|---|-------------------------|---------------------|---------------------|
| <b>Qualifications,<br/>knowledge and<br/>experience:</b> | Degree and qualified teacher status   | E                       | ✓                   | ✓                   |
|  | Experience of working with/ teaching in Early Years Foundation Stage/ KS1/ KS2  | E                       | ✓                   | ✓                   |
|  | Recent successful leadership experience as a Headteacher, Deputy headteacher, Assistant headteacher or School Improvement Lead. | E                       | ✓                   | ✓                   |
|  | Thorough understanding of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care.         | E                       | ✓                   | ✓                   |
|  | Experience of leading safeguarding in a school.   | D                       | ✓                   |                     |
|  | Be a practising Christian and be able to run collective worship   | D                       |                     | ✓                   |
| <b>School culture:</b>                                   | Demonstrates an awareness of the wider education context.   | E                       | ✓                   | ✓                   |
|  | Ability to articulate a clear vision for the future and provide strategic direction for staff, pupils and the community.        | E                       | ✓                   | ✓                   |
|  | Proven record of inspiring, enabling and motivating others, promoting positive and respectful relationships across the school.  | E                       |                     | ✓                   |
|  | Ensures a culture of high staff professionalism, holds others to account.   | E                       |                     | ✓                   |
|  | Upholds ambitious educational standards for all pupils.   | E                       |                     | ✓                   |



|  |   | Essential/<br>Desirable | Application<br>form | Assessment<br>stage |
|--|---|-------------------------|---------------------|---------------------|
|  | Readiness to engage with church community and to articulate the vision of a church school.  | E                       |                     | ✓                   |
|  | Have a developmental and nurturing approach within the context of staff, children and community   | E                       |                     | ✓                   |
| <b>Teaching, curriculum<br/>&amp; assessment:</b>                            | 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                       | ✓                   | ✓                   |
|  | Absolute commitment to inclusion and to ambitious expectations for all pupils including those with SEND and higher attainers.   | E                       | ✓                   | ✓                   |
|  | Knowledge and experience of working with children with SEND across the primary phase.   | E                       | ✓                   | ✓                   |
|  | Able to understand the needs of children with challenging behaviours and develop strategies to successfully manage this.  | E                       |                     | ✓                   |
|  | Experience of deploying and managing staff to deliver effective outcomes.   | E                       | ✓                   | ✓                   |
| <b>Professional<br/>development:</b>   | Evidence of appropriate and recent professional career development for the role of headteacher.   | E                       | ✓                   |                     |
|  | Has successfully undertaken approved safer recruitment training.  | D                       | ✓                   |                     |
|  | Commitment to prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school. | E                       | ✓                   | ✓                   |
|  | Successful track record of developing staff through effective performance management.   | D                       |                     | ✓                   |
| <b>Organisational<br/>management/<br/>continuous school<br/>improvement:</b> | Have had active involvement in effective school self-evaluation and development planning.   | D                       | ✓                   | ✓                   |
|  | Have had responsibility for whole school policy development and implementation.   | D                       |                     | ✓                   |
|  | Experience of leading change effectively and successfully.  | D                       |                     | ✓                   |
|  | Clear commitment to promoting health and safety and the wellbeing of children and staff.  | E                       |                     | ✓                   |

|   |  | Essential/<br>Desirable | Application<br>form | Assessment<br>stage |
|---|--|-------------------------|---------------------|---------------------|
|   | Ability to review and analyse key data to develop evidence-informed strategies for school improvement.   | E                       |                     | ✓                   |
| <b>Working in partnership/<br/>Governance &amp; accountability:</b> | Experience of working with stakeholders including governors, school improvement partners, other schools and organisations to improve outcomes for pupils.                          | D                       | ✓                   | ✓                   |
|   | Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility.   | E                       |                     | ✓                   |
|   | Experience of managing school finances effectively, understanding their contribution to school development and pupil outcomes.   | D                       |                     | ✓                   |
|   | Able to assimilate and manage financial and other data to achieve sound financial decision-making.   | E                       |                     | ✓                   |
| <b>Personal Qualities/<br/>Ethics and professional conduct:</b>     | Passion for education, coupled with ability and enthusiasm to see every child fulfil their potential.  | E                       |                     | ✓                   |
|   | Excellent communication skills, including written communication.   | E                       | ✓                   | ✓                   |
|   | Visible, approachable, empathetic and able to listen to parents in a caring way  | 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 <u>Seven Principles of Public Life</u> at all times. | E                       |                     | ✓                   |
|   | Upholds fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and be supportive of the school's Christian Ethos                  | E                       |                     | ✓                   |
|   | Enjoys engaging and inspiring children and others.   | E                       |                     | ✓                   |

# JOB DESCRIPTION

The headteacher has 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.

## To gain this success, the headteacher must:

- 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 pupils.
- Forge a compelling vision to guide the school to its next stage of development.
- Develop a strategy with our community and other schools 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.





# SECTION 1: ETHICS & 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 students experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare students 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 & 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 students 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 students' knowledge and understanding of the curriculum.

## 4. BEHAVIOUR

- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students.
- Ensure high standards of student's 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.

# SECTION 2: HEADTEACHERS' STANDARDS

## 5. ADDITIONAL, SEN & 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 regarding 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.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing, and mitigating risk.

## 8. CONTINUOUS SCHOOL IMPROVEMENT

- Make use of effective processes of evaluation to identify and analyse problems and barriers which limit school effectiveness and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.



# SECTION 2: HEADTEACHERS' STANDARDS

## 9. WORKING IN PARTNERSHIP

- Forge constructive relationships beyond 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 students.

## 10. GOVERNANCE & ACCOUNTABILITY

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships 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

|                       |   |
|-----------------------|---|
| Pay range:            | L12 - L18 £65,286- £75,675  |
| Start date:           | September 2025  |
| Closing date:         | Wednesday 19 <sup>th</sup> February 2025  |
| Shortlisting date:    | Wednesday 26 <sup>th</sup> February 2025  |
| Interview dates:      | Thursday 6 <sup>th</sup> and Friday 7 <sup>th</sup> March 2025  |
| Visits to the school: | If you wish to discuss the role, please contact the Chair of Governors, Alex Sage at <a href="mailto:asage@stmichaels.herts.sch.uk">asage@stmichaels.herts.sch.uk</a> to arrange a mutually convenient time.<br>We would encourage interested applicants to visit our school. Please contact Alison Rafferty - <a href="mailto:head@stmichaels.herts.sch.uk">head@stmichaels.herts.sch.uk</a> / 01727 854 866 - to arrange a suitable time. |
| School website:       | <a href="http://www.stmichaelsprimaryherts.co.uk">www.stmichaelsprimaryherts.co.uk</a>  |
| School address:       | St Michael's Street, St Albans, Hertfordshire, AL3 4SJ  |

St Michael's 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 2024).

To help us meet our high standards and aspirations of a fully 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 on the Teach in Herts website, using the standard online application form. CVs will not be considered. Should you need support, please contact [leadership.recruitment@hfleducation.org](mailto:leadership.recruitment@hfleducation.org). Please ask us if you require information about this vacancy in an alternative format.

## 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, explaining any gaps since leaving school education, and include any relevant 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

In line with safer recruitment guidance, we normally request references after shortlisting. Please make sure your referees are aware of your application and are able to provide a swift turn around if needed. 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.





## **ST MICHAEL'S CHURCH OF ENGLAND VA PRIMARY SCHOOL**

St Michael's Street, St Albans, Hertfordshire, AL3 4SJ  
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