

TEWIN COWPER C OF E (VA) PRIMARY SCHOOL

Headteacher Recruitment Pack

February 2025



HFL

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WELCOME FROM THE CHAIR OF GOVERNORS

Dear Applicant

Thank you for your interest in the Headteacher role at Tewin Cowper School. I hope you find this information pack a useful introduction to our delightful school. We are pleased that you see Tewin Cowper as a school where you can make an impact.

Tewin Cowper CofE Primary School is a small voluntary aided school with a single form entry and a PAN of 25 pupils. Set in the picturesque village of Tewin, the school was established in 1792 and has many village families still associated with it including some of the governors. Our nurturing and friendly school has been achieved through having enthusiastic staff who work hard to bring out the best in every one of our children.

We are currently working with an interim headteacher and wish to appoint a substantive head as soon as possible. The successful candidate will have the drive, enthusiasm and relevant experience to move our school to the next stage of its development and continue the nurturing ethos that our school is proud of. We hold collective worship regularly at the school, which the children love, and we gained 'Good' at our SIAMS Inspection in December 2019.

In November 2024 Ofsted judged our school to be 'requires improvement' but we are making great strides to address our focus areas for improvement which we identified in the school's School Improvement and Evaluation Plans, written in the Autumn term.

The closing date for applications is Friday 7th March. For further information about our school, please visit our website at <https://www.tewincowper.herts.sch.uk>.

If you wish to discuss the role, please contact the Chair of Governors, Barbara Clarke at bclarke@tewincowper.herts.sch.uk. We would encourage interested applicants to visit the school. Visits will be scheduled via the Office Manager. Please contact Charlotte Tyler at ctyler@tewincowper.herts.sch.uk to arrange a time.

Thank you for your interest in our school. My colleagues and I look forward to meeting and interviewing motivated candidates, interested in taking on this important and exciting new challenge. We wish you every success with your application and look forward to meeting you.

Yours sincerely
Mrs Barbara Clarke
Chair of Governors

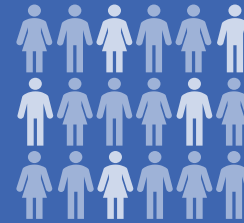
SCHOOL STATISTICS

Type of school:

Church of England
Primary School

4-11 Yrs
Age Range

164
Number
on Roll



Rated **Requires Improvement**
November 2024



SIAMS: **Good**
December 2019

8%

EAL

22%

SEND

15%

FSM

15%

Pupil
Premium



ABOUT OUR SCHOOL

We are a Small School with Big Dreams!

Our lovely, one form entry primary school is situated in the heart of the village, surrounded by beautiful countryside. We are proud of the relationships we have with the community and in being part of the Diocesan family of schools, which are served by the Welwyn Team. Our Christian values permeate through everything we do, and we have high expectations of all pupils in all areas of their learning. We want everyone in our school to feel valued and to become independent and responsible learners.

We recognise every child is unique, and value that they have different aspirations in life, and so we strive to create opportunities to nurture and help further develop future scientists, artists, musicians or any ambitions they may have. In addition to the core national curriculum subjects, our broad balanced and enriching curriculum creates opportunities for all.

The school provides many extra curricula activities such as, netball, French, music and football. Lunchtime clubs include chess, sports, singing for fun and art and craft. Bikability courses are also run annually. We highly value outdoor learning both onsite and offsite. Year 4 class maintain our allotment.

The staff team at Tewin Cowper are dedicated and committed to ensuring the best outcome for all pupils. They create a happy and safe environment where children feel valued and respected. They build good working relationships with parents, encouraging high standards of learning, behaviour, and attitudes to enable every child to reach their full potential.

We highly value outdoor learning both onsite and offsite and we are extremely lucky to have our own swimming pool where the children learn to swim during the summer term. Additionally, we have well maintained grounds which provides a rich outdoor learning environment and includes a large playing field and separate playgrounds for both KS1 and KS2. In 2019, we invested in EYFS and built a new Reception class. They have their own dedicated outdoor learning space which is laid with a soft play surface. We have recently had additional investment in the school, which has provided a new library area, disabled toilet, and medical room. This is something we are keen to continue, to improve our environment further.



OUR VISION, AIMS AND VALUES

“ The Lord, the God of Jacob, will teach us His ways so that we may walk in His paths. Micah 4:2 ”

Our vision and aims are inspired by the story of Jacob's dream in the bible (Genesis 28:10-22). In his dream, Jacob saw a ladder reaching from earth to heaven with angels ascending and descending. God told him in the dream that He would always be with him on his journey if he trusted him. God promises to be with us on our journeys just as he was with Jacob.

Our Christian values underpin our journey and help us to follow our expectations: **Be Honest, Be Respectful, Be Safe, Be Ready to Learn**
This year, our Christian values include: **Generosity, Compassion, Courage, Forgiveness, Friendship, Respect**



OUR NEW HEADTEACHER MUST BE

- A dynamic individual who has vision and foresight to develop the school and move it forward.
- An enthusiastic and inspirational leader for our children, parents and staff and one who can maintain and build on our Christian values, vision and ethos.
- Passionate about promoting and continuing to improve standards of teaching and learning at our school.
- Enthusiastic and committed to providing an enriched and quality curriculum along with a range of extra-curricular activities that our children currently benefit from.
- Able to maintain the high expectations of behaviour and prioritise wellbeing of pupils and staff so everyone can reach their full potential.
- A resilient leader who isn't afraid to challenge and make difficult decisions. Able to provide professional opportunities for our staff and themselves, to develop and create succession planning.
- Open and encouraging to Governors, working closely with them to ensure the best outcomes for the children and the school.
- Forward thinking and able to keep us ahead of forthcoming changes.
- Able to interpret and analyse information as necessary.



WHAT WE CAN OFFER

- Delightful, enthusiastic children who have a thirst for learning
- Dedicated staff who want the very best for our children
- A supportive and invested governing body.
- Well maintained premises with recently upgraded classrooms and library
- An active and involved PTA.
- A new to Headteacher induction programme and professional partner, or further CPD for an experienced Headteacher.



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/ Desirable	Application form	Assessment stage
Qualifications, knowledge and experience:	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	✓	
School culture:	Demonstrates an awareness of the wider education context including national developments in Church School policy and practice.	E	✓	✓
	Demonstrates a vision to continue to develop the ethos and values of this Church of England school.	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/ Desirable	Application form	Assessment stage
Teaching, curriculum & assessment:	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 and their parents/carers across the primary phase.	E	✓	✓
	Able to understand the needs of children with challenging behaviours and develop strategies to successfully manage this alongside their parents/carers where appropriate.	E		✓
	Experience of deploying and managing staff to deliver effective outcomes.	E		✓
Professional development:	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		✓
Organisational management/ continuous school improvement:	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		✓
	Ability to review and analyse key data to develop evidence-informed strategies for school improvement.	E		✓

		Essential/ Desirable	Application form	Assessment stage
Working in partnership/ Governance & accountability:	Experience of working with stakeholders including parents, governors, school improvement partners, the diocese, 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		✓
Personal Qualities/ Ethics and professional conduct:	Passion for education, coupled with ability and enthusiasm to see every child fulfil their potential.	E		✓
	Respect for the teachings of the Church of England	E		✓
	Excellent communication skills, including written communication.	E	✓	✓
	Visible and approachable, empathetic and enjoys engaging and inspiring children and others.	E		✓
	Adaptable leadership style, 'hands on' when required, balanced with knowing when to delegate.	E		✓
	Capacity for sustained hard work with energy and enthusiasm.	E		✓
	Able to take a dynamic approach to the changing needs of the school population.	E		✓
	Demonstrates consistently high standards of principled and professional conduct both within and outside school, upholding the <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 tolerance of those with different faiths and beliefs.	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

Main purpose:

- 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.

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.

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 pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Behaviour:

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair, and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

SECTION 2: HEADTEACHERS' STANDARDS

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.

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.

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.

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

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 pupils.

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 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
Start date:	September 2025
Closing date:	9am on Friday 7 th March 2025
Shortlisting date:	Friday 14 th March 2025
Interview date:	Friday 21 st March 2025
Visits to the school:	To make an appointment, please contact the school office on 01438 717378 or email us at admin@tewincowper.herts.sch.uk
School website:	Tewin Cowper School
School address:	Cannons Meadow, Tewin, Welwyn, AL6 0JU

Tewin Cowper Primary 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. 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.



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