



PARKSIDE COMMUNITY
PRIMARY SCHOOL

PARKSIDE COMMUNITY PRIMARY SCHOOL

Headteacher Recruitment Pack

2025



HFL

CONTENTS

Welcome from the Chair of Governors	3
School Statistics	4
About our School	5
Our School Ethos	6
Our School Aims	7
Our new Headteacher	8
What we can offer	9
Person specification	10
Job description	13
Important information	18
Application process	19



WELCOME FROM THE CHAIR OF GOVERNORS

Dear Applicant,

Thank you for your interest in the Headteacher role at Parkside Community Primary School. We are delighted that you see Parkside as a school where you can make an impact.

The vacancy has arisen as a result of our current Head obtaining a position in another school after having led our school through change, challenge and success over the past six years.

Parkside Community Primary School is proud of its heritage and origins as a foundation school, having been in the heart of Borehamwood since 1956. Now nearing its 70th year, the diversity and school reflects the community in which it is situated. We seek to go above and beyond in creating a safe environment for learning, to give all our pupils the best opportunities in and out of the classroom and continue to be a school parents and carers want to send their children to.

Parkside also provides an essential community hub, not just providing exemplary and ambitious education for an incredibly diverse cohort of pupils but also other key links for the children and their families with our unique Pastoral support offer, nursery provisions and a food bank on site.

Parkside continues to be a “Good” school and has keen ambitions for our curriculum and educational standards. We believe that a key part of this success is the dedication and care that staff put into supporting every child to reach their full potential. We work closely with partners to regularly review our progress and attainment and think creatively about how each child can succeed.

In recruiting a new Headteacher we are seeking someone who can shape and share our vision and ethos – nurturing young minds towards a bright future.

We want a Headteacher who understands that each and every member of our community deserves the very best start in life, in a safe and caring learning environment. Our Headteacher must be resilient, able to prioritise many immediate priorities, open to challenges and be able to motivate pupils and staff to strive to be their best self every day.

The closing date for applications is 22nd April 2025. For further information about our school, please visit our website at <http://www.parkside.herts.sch.uk>

If you wish to discuss the role, please contact Chair of Governors, Emily Saunderson at recruitment@parkside.herts.sch.uk to arrange a time. We would encourage interested applicants to visit the school. Visits can be arranged at any time during school hours. Please contact the school office on 0208 387 3000 to arrange a time.

Thank you for your interest in Parkside Community Primary School. My colleagues and I look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new opportunity.



Emily Saunderson
Chair of Governors

SCHOOL STATISTICS



Type of school

Age Range

Number on Roll

Mainstream
Primary School

3-11 Years

248

Good
January 2020

Outcome to be published from recent inspection in due course – March 2025

40%

EAL

13%

SEND

39%

FSM

40%

Pupil
Premium

ABOUT OUR SCHOOL

In the heart of Borehamwood, Parkside Community Primary School is a vibrant, inclusive, and family-oriented school where every child is valued and supported. With a diverse school community and many languages spoken, we are committed to fostering a safe, calm, and nurturing environment where all children feel a true sense of belonging.

Our strong links with families and the wider community are central to our ethos. Initiatives, such as our nursery provision, on-site food bank and breakfast programme, ensure that every child is cared for and ready to learn. We are proud of our SEND provision and extensive pastoral approach which ensures tailored support to meet individual needs of pupils. Following a restructure from a two-form to a one-form entry, we currently have larger year groups in Year 4 and Year 6; which have been divided into smaller classes as they move through the school.

Parkside Primary is more than just a school—it's a place where children feel happy, safe, and inspired to grow. We invest in staff well-being, recognising that a dedicated and supported team creates the best learning environment. With unrivalled school grounds offering space to explore, we provide a rich and stimulating setting where every child can flourish.

At Parkside, education extends beyond the classroom—we are a community built on resilience, opportunity, and a shared commitment to every child's success.



OUR SCHOOL VISION

“
NURTURING AND INSPIRING
YOUNG MINDS TOWARDS A
BRIGHTER FUTURE”



OUR SCHOOL AIMS

We aim to:

- Lead by example, providing strong role models for our children.
- Deliver professional, unbiased teaching that inspires the best in every child.
- Nurture each child's potential, fostering high aspirations for all.
- Encourage achievement regardless of gender, race, religion, background, or ability.
- Instil self-esteem, respect, moral values, and appreciation for diversity and British values.
- Prioritise child welfare, ensuring robust safeguarding and protection measures.



OUR NEW HEADTEACHER

You will be:

- ❑ A **strong and compassionate leader** who creates a calm, safe, and nurturing environment where every child feels valued and secure.
- ❑ A **strong advocate for safeguarding**, ensuring proactive, robust support for every child.
- ❑ An **inspiring educator** who engages, challenges, and supports pupils and staff
- ❑ Able to **prioritise safety and emotional security**, understanding that children learn best when they feel secure.
- ❑ A **leader** who approaches **challenges in school** with resilience and optimism.
- ❑ A **motivator** —someone who **inspires staff** to bring their best selves to work while fostering a collaborative and supportive culture.
- ❑ A **champion of both pupil and staff well-being**, recognising that a thriving team leads to the best outcomes for children.
- ❑ A **leader** who can demonstrate **emotional strength and deep empathy**.



WHAT WE CAN OFFER

- ❑ **Dedicated, passionate staff** focused on delivering the best education.
- ❑ **Extensive CPD opportunities** for staff, including investment in EAL support to meet diverse needs.
- ❑ **A well-resourced school** with strong governor support for continued investment.
- ❑ **Oversubscribed Reception**, reflecting our strong reputation.
- ❑ **A curriculum designed to ensure equality of opportunity** and skill application.
- ❑ **Dedicated and skilled Governing Body** offering valuable support.
- ❑ **Strong community links** with Watford Football Club, Sky Studios and other local partners.
- ❑ **Trusted improvement partners** who provide supportive, constructive and collaborative guidance.
- ❑ **An extensive pastoral support** offer for families, underpinned by full-time staffing.
- ❑ **Ample outdoor space** with unmatched grounds in Borehamwood.



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.	E	✓	✓
	Evidence of appropriate and recent professional career development for the role of headteacher; having achieved a recognised leadership qualification.	E	✓	
School culture:	Demonstrates an awareness of the educational context at Parkside Primary School and has skills and experience aligned to meet challenges and opportunities within our setting.	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 whole school community.	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, disadvantaged pupils and higher attainers.	E	✓	✓
	Knowledge and experience of working with children with SEND and disadvantaged pupils across the primary phase.	E	✓	✓
	Able to understand the needs of children with challenging behaviours and an ability to demonstrate strategies used to successfully manage this.	E	✓	✓
	Has successfully undertaken approved safer recruitment training.	E	✓	✓
	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.	E	✓	✓
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.	E	✓	✓
	Experience of leading change effectively and successfully.	E	✓	✓
	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 governors, school improvement partners, other schools, the local community and organisations to improve outcomes for pupils.	D	✓	✓
	Experience of working with hard-to-reach parents and carers to improve the outcomes for pupils.	E	✓	✓
	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	✓	✓
	Excellent communication skills, including the ability to write clearly, concisely, and with correct grammar and spelling.	E	✓	✓
	Visible and approachable to empathetic and enjoys engaging and inspiring children and others.	E	✓	✓
	Adaptable leadership style, 'hands on' when required, balanced with knowing when to delegate	E	✓	✓
	Resilient, with capacity for sustained hard work whilst maintaining energy and enthusiasm.	E		✓
	Able to take a decisive and 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 Seven Principles of Public Life 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:	L14 - L20 £69,964 - £80,857
Start date:	September 2025
Closing date:	Tuesday 22 nd April 2025
Shortlisting date:	Tuesday 29 th April 2025
Interview date:	Tuesday 6 th May 2025
Visits to the school:	To discuss the role further please contact Emily Saunderson, Chair of Governors, on recruitment@parkside.herts.sch.uk To make an appointment to visit our school, please contact the school office on 0208 387 3000 or email us at admin@parkside.herts.sch.uk
School website:	www.parkside.herts.sch.uk
School address:	Aycliffe Road, Borehamwood, Hertfordshire WD6 4EP

Parkside Community 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).

Parkside Community Primary School is committed to the aim of ensuring that everyone who applies to work for us receives fair treatment and we positively encourage applications from suitably qualified and eligible candidates regardless of age, disability, race, sex, gender reassignment, sexual orientation, religion or belief, marriage and civil partnership and caring status. We expect all our staff to demonstrate a commitment to advancing equality of opportunity and fostering good relations.

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.





PARKSIDE COMMUNITY PRIMARY SCHOOL

Aycliffe Road, Borehamwood, Hertfordshire WD6 4EP

0208 387 3000 | www.parkside.herts.sch.uk