



SAFFRON GREEN PRIMARY SCHOOL

Headteacher Recruitment Pack



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WELCOME FROM THE CHAIR OF GOVERNORS

Dear Applicant,

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

The vacancy has arisen as a result of our current Headteacher taking up the role of Deputy Headteacher in our school, after 3 years in the role.

Saffron Green is a single form entry school, located in Borehamwood, on the fringe of Barnet, London. The school is set within fielded grounds and has the opportunity for a new Head to make their mark cosmetically.

The Governors are proud to be part of an 'Good' school (February 2025). We believe that a key part of this success is the strong links and relationships that have been developed between staff, pupils, parents and the broader school community.

In recruiting a new Headteacher we are seeking someone who can shape and share our vision and ethos.

The successful candidate will have the drive, enthusiasm and relevant experience to move our school to the next stage of its development, including strong leadership, ability to motivate staff and high standards and expectations.

The closing date for applications is Wednesday 23rd April. For further information about our school, please visit our website www.saffrongreen.herts.sch.uk

If you wish to discuss the role, please contact Chair of Governors, Pam Aristokle at a.aristokle@saffrongreen.herts.sch.uk to arrange a time. We would encourage interested applicants to visit the school. Please contact admin@saffrongreen.herts.sch.uk / 020 8953 3801 to arrange a time.

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

Yours sincerely

Pamela Aristokle

Pamela Aristokle
Chair of Governors

KEY FACTS & STATISTICS

Type of school:

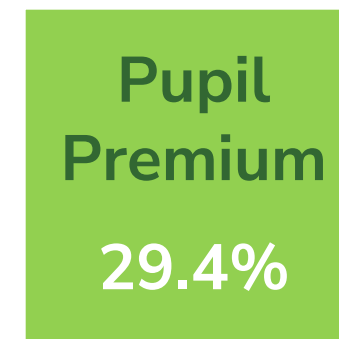
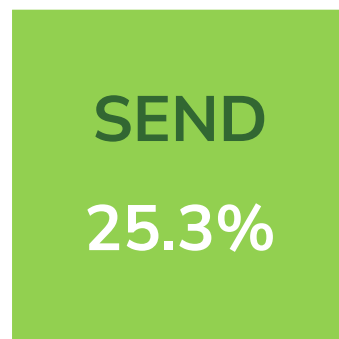
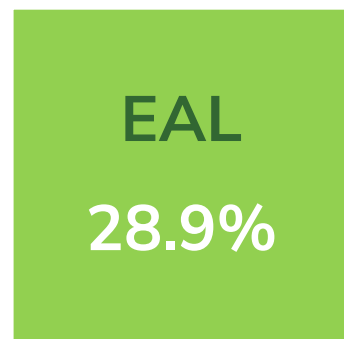
Mainstream Primary
& Infant School

Age Range:

3-11 Yrs

Number
on Roll:

190



Ofsted **Good**
February 2025

ABOUT OUR SCHOOL

Saffron Green Primary School is a one-form entry community school located in Borehamwood, set within spacious grounds. The school offers a range of facilities, including a dedicated Early Years unit, a large hall for physical education, a separate dining hall, a library, and well-equipped playgrounds. Our large playing fields provide ample outdoor space, and we also offer extensive computing resources, including laptops, iPads, and interactive whiteboards in every classroom.

At Saffron Green, we aim to create a supportive and inclusive environment where every child feels valued. Our school motto - “Aiming High Together” - reflects our belief in the importance of helping each pupil reach their full potential. We foster a culture of mutual respect and collaboration, with strong relationships between staff, governors, parents, and the wider community.

The school has a dedicated staff team who work together to ensure the academic and well-being needs of every pupil are met. Our curriculum is broad and balanced, and it is designed to meet the needs of all learners. Staff are committed to continuous development, and we aim to provide a learning environment that encourages growth, challenge, and success for all children.

At Saffron Green, we have high expectations for both academic achievement and personal development. We encourage children to explore their interests, build confidence, and develop skills for the future.



OUR SCHOOL ETHOS

“ Aiming High Together ”

Our ethos at Saffron Green Primary School is to provide equal opportunities for all pupils, regardless of background, ethnicity, or ability.

We create a happy, safe, and stimulating environment where every child can achieve their full potential.

We inspire pupils to be confident, independent, and respectful individuals who strive to be their best. We encourage kindness, honesty, and respect for others' views.



OUR NEW HEADTEACHER

You will:

- Be a **strong, dynamic leader** with proven leadership experience
- Have extensive expertise in **managing challenging behaviour**
- Be confident in **tackling challenges head-on** and driving school improvement
- Exhibit **excellent communication skills**, able to effectively engage with parents and staff
- Be **supportive, approachable, and visible** to staff, parents and carers
- Be committed to fostering a **collaborative and inclusive** school environment
- **Build strong relationships** with staff, governors, and the wider community
- **Be actively involved** in the day-to-day running of the school
- Listen to, support, and **empower staff to achieve their best**
- Be **charismatic and inspiring with a clear vision** for the future of the school
- Be **adaptable, willing to make necessary changes** while ensuring staff are on board
- **Demonstrate enthusiasm and passion** for shaping the school's success and growth



WHAT WE CAN OFFER

- A **supportive and caring staff community** who go above and beyond for the children
- A **collaborative working environment** with a supportive and experienced Deputy Head
- The **opportunity to lead and implement your vision**, making a lasting impact
- A **culture that celebrates achievements** and fosters a positive environment
- A **focus on staff well-being** with an open-door policy with the Senior Leadership Team.
- **Exciting potential for development** and improvement of school facilities



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	✓	
School culture:	Demonstrates an awareness of the educational context at Saffron Green Primary School and has skills and experience aligned to meet challenges and opportunities within this 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 of the 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, disadvantage pupils 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 an ability to demonstrate strategies used to successfully manage this.	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.	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 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 staff, pupils, parents, carers and governors; 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 <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 & special educational needs:

- 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.

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 & 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:	£68,298 - £82,006 L13 – L21 Fringe
Start date:	September 2025
Closing date:	Wednesday 23 rd April 2025
Shortlisting date:	Wednesday 30 th April 2025
Interview date:	Thursday 8 th May 2025
Visits to the school:	If you wish to discuss the role, please contact Chair of Governors, Pam Aristokle at a.aristokle@saffrongreen.herts.sch.uk to arrange a time. We would encourage interested applicants to visit the school. Please contact admin@saffrongreen.herts.sch.uk / 020 8953 3801 to arrange a time.
School website:	www.saffrongreen.herts.sch.uk
School address:	Nicoll Way, Borehamwood, Hertfordshire, WD6 2PP

Saffron Green 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).

We welcome applications from all suitably qualified individuals regardless of age, gender, ethnicity or religion.

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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