



Simon Balle All-through School

Headteacher
Recruitment Pack

Spring Term 2023





Contents

Welcome from the Chair of Governors	Page 3
About Hertford and Simon Balle All-through School	Page 4
Key facts and statistics	Page 5
Vision, values and expectations	Page 6
Inclusion at Simon Balle All-through School	Page 7
Extra-curricular provision	Page 8
Music & Sport	Page 10 - 11
Credentials and Expectations	Page 12
What we can offer you	Page 13
The role of the Headteacher – Job Description	Page 14 - 17
Person Specification	Page 18 - 21
Important application information	Page 22 - 23



Welcome letter from Chair of Governors

Dear Applicant,

Thank you for your interest in the Headteacher role at Simon Balle All-through School. I hope you find this information pack a useful introduction to our school. We are delighted that you see Simon Balle All-through School as a school where you can both develop your own career and the careers of our young people.

This vacancy has arisen due to the retirement of our current head teacher, who has led our school to become the outstanding all-through school it is today.

The school, which sits in the county town of Hertfordshire, is a Single Academy Trust, consisting of a 2-form entry Primary phase and a 6-form entry Secondary Phase (2 internal and 4 external forms). There is also an onsite independent nursery called Busy Lizzies at Simon Balle who we work in close partnership with.

Leaders, teachers and support staff have a relentless focus on excellent teaching and learning to ensure students across all key stages achieve the very best academic results, as shown in our student outcomes from the 2022 year.

The school has extensive facilities including a dedicated music block, swimming pool, nature walks, full size AstroTurf pitch, football and rugby pitches.

More than 30% of children and students practice a musical instrument and there are an extensive number of enrichment activities both before and after school, ranging from a wide range of sports to art and drama. Students also take part in many volunteering activities both within and outside of the school.

The Governors are proud to be part of Simon Balle All-through, an outstanding school as judged by Ofsted in May 2018. 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.

Simon Balle is an inclusive school and has recently been awarded the Silver RACE Charter Award. The nursery, Busy Lizzies at Simon Balle, has also been judged as Outstanding by Ofsted.

In recruiting a new Headteacher we are seeking someone who can share our vision and ethos and has the enthusiasm, drive and energy to ensure that the school continues to provide the best opportunities for all children and students. The successful candidate will have extensive leadership and management skills and have the ability to lead our school in “creating tomorrow’s citizens today”.

The closing date for applications is the 1st of March 2023. Interviews will be taking place on the 13th and 17th March 2023.

For further information about our school, please visit our website at

<https://www.simonballe.herts.sch.uk/>.

If you wish to discuss the role please contact the Chair of Governors, Paul Connolly at admin@simonballe.herts.sch.uk to arrange a time talk. To arrange a visit to the school, please contact admin@simonballe.herts.sch.uk or call **01992 410400**.

Thank you for your interest in Simon Balle All-through School and we look forward to receiving your application

Yours faithfully,

Paul Connolly

Chair of Governors

Simon Balle All-through School



About Hertford and Simon Balle All-through School

Hertford is a thriving, historic and picturesque county town in East Hertfordshire which is well served by highly performing nursery, primary, secondary schools and its first All-through school, Simon Balle.

The town has a rich history and an enormous wealth of historical buildings and landmarks such as the Hertford Castle, the War Memorial in Parliament Square, The Corn Exchange and is also home to McMullen's Victorian Brewery building, a much-loved fixture on the Hertford skyline. It has a variety of shops, restaurants, cultural attractions and leisure activities catering for varied interests giving it a real community feel.

The Hartham Leisure Centre located on the edge of Hartham Common in the centre of Hertford, has recently undergone refurbishment and modernisation of the swimming facilities and continues to have further expansions being added.

Hertford Theatre is another popular venue serving the towns thriving artistic community is also currently undergoing major redevelopment and transformation and is due to re-open in late 2023.

Situated in the East Herts countryside and at the confluence of four rivers, with Hartham Common in the centre of Hertford, the town offers many opportunities for its residents to enjoy the outdoor life, great walks and bike rides, kayaking, paddleboarding and river cruises along the river.

Located 20 miles north of London and 8 miles from the Essex border, Hertford is easily accessible by road and rail with two mainline train stations direct into London. There are a wide range of property types to buy and rent in Hertford which makes it a popular commuter town.

Simon Balle is a popular, oversubscribed co-educational All-through school, catering for children and young people aged 4-18 years. The school serves a vibrant educational community in Hertford, East Hertfordshire. It is a very special place with a unique ethos and has a long-established reputation for delivering a first-class education.

The school has changed significantly in the past ten years and converted to an academy in November 2013. It became an All-through school in September 2015 and this academic year has been the first year the school has been at full capacity with children in all year groups from Early Years to Sixth Form.

Simon Balle aims to provide the best possible opportunities for student achievement, progress and learning to students of all abilities so they can grow as individuals and make positive contributions to communities and society. The culture of high aspiration, high expectation and success is instilled in children from Early Years building a strong foundation in all subject areas to ensure progression into Year 1 and beyond.

In May 2018 we were graded Outstanding by Ofsted and despite the pandemic, the attainment data continues to be very strong, which has been reflected in the most recent 2022 results across all key phases.

Simon Balle All-through School strives to promote inclusion and equality of opportunity for all and achieved the silver level RACE Chartermark for their commitment to race equality. Our children and young people come first, and equal opportunities are at the forefront of what the school stands for. They are given the opportunity to participate in a broad range of activities inside and outside the classroom including Music, PE and Sport, and a huge range of enrichment activities.

The students, staff and governors of Simon Balle are proud to be part of an all-through school and passionate about the opportunity it offers. The highly skilled and dedicated senior leadership team and hardworking staff team are united in a deep sense of values, a commitment to the very best curriculum and a mission for developing a character education programme which is truly successful in "creating tomorrow's citizens today".





Key facts and statistics

Location:
Hertford

Status:
**Co-educational
All-through school**

4-18yrs

Age Range

1597

Students



431

Primary

893

Secondary

273

Sixth Form

Ofsted
raising standards
improving lives

RATED Outstanding in MAY 2018

13.3%

SEND

4.8%

EAL

8.3%

FSM

10.3%

Pupil
Premium



Vision, Values and Expectations

Simon Balle All-through School has a unique ethos, which is known and shared by everyone. Strong moral values underpin the school's aims and ethos which is shaped by our values and our beliefs driven by our passion that education can truly change lives. Our core values are encompassed in our mission statement:

“Creating tomorrow’s citizens today”



“The Simon Balle student is:

A young person who, when they leave school, will have gained a first-class educational experience. Our students will have learnt to be resourceful and resilient, and able to accept others for who they are. They will be happy people, creative in their thinking, respectful and responsible in their actions. Having achieved the highest possible academic outcomes alongside developing positive character virtues, they will confidently be able to go out into the world with the skills, attributes and behaviours to be active global citizens.

In order to achieve this, every young person, whilst at Simon Balle All-through School, will be educated in and be part of a community which daily promotes its values and vision. We want all of our students to be educated:

- in knowledge, skills and wisdom
- to have high aspirations and be hopeful
- to understand how to live well within a community
- to treat everyone with dignity and respect.

Underpinning this are the core values of respect, kindness, honesty, as well as the virtues of resilience, perseverance, and wisdom.”





Inclusion – “A great education for every child”

“Diversity, Equality and Inclusion vision runs through everything we do as a school”

All students, regardless of their starting points or past experiences, can access a broad and ambitious curriculum, pastoral support, career information and enrichment that increases social and academic opportunities, as well as significantly increasing the likelihood of improved education outcomes, career opportunities and life chances”.

Simon Balle All-through School is committed to being an inclusive school. The school is built upon a set of core moral standards and believes that “high quality education can change lives.” Success for all students is celebrated and all those connected to the school feel a sense of belonging, proud of their identity and be able to participate fully in school life.

Simon Balle embraces the needs of all students and has a whole-school approach to Special Educational Needs and Disabilities (SEND). Although a mainstream school, the curriculum is academic and sets high expectations for all students to achieve regardless of their academic or physical ability, background or ethnicity.

Many students have gone onto further education and study at Oxford and Cambridge University, Russell Group Universities and gained high level apprenticeships and other exciting employment and educational opportunities after completing their education at Simon Balle.

“The vision for the school is known and shared by everyone. Strong moral values underpin the school’s aims and ethos. Leaders treat all students as individuals, and do not regard students’ background or prior attainment as a challenge to how well they can achieve. Students come first in this school, and equal opportunities are at the forefront of what the school stands for.” Ofsted, May 2018.





Enrichment and Extra Curricular Provision

The Music, Sports, Enrichment and Extra-Curricular provision at Simon Balle is extensive and underpins the school's philosophy of educating the whole person to enable all students to flourish and succeed. The school's musical provision is passionate and diverse. Every young person from Primary through to Sixth Form has the opportunity to learn a musical instrument and can access tuition to a wide variety of instruments. Simon Balle has established an excellent reputation for Music within the wider community. The students perform in a large number of musical events throughout the year and in Sixth Form many student musicians aspire to join the prestigious music academies.

Simon Balle All-through school has a strong ethos of PE & Sport. The school's aim is to teach students the skills and attitudes needed for lifelong participation in physical activity and healthy living. Sports on offer include Athletics, Basketball, Dance, Football,

Gymnastics, Hockey, Rugby, Swimming, Table Tennis. Outdoor Adventures are a key part of the curriculum offer for children in the primary phase. Simon Balle performs to a high standard at District and County level and has had recent success at secondary level in Netball, Football, Basketball, Rugby and Athletics.

All clubs, societies, teams and ensembles are inclusive with a varied and diverse range of enrichment activities and after school clubs on offer to suit all skills and interests, from Reception right through to Year 13. Students are encouraged to take part in at least one activity, to enrich their experience and enjoyment of learning as well as develop new skills, interests and friendships.

From Y9 students also have the opportunity to participate in the well-established and highly respected Duke of Edinburgh Award Scheme.





Trips and Visits

All students are positively encouraged to participate in trips and visits from Reception through to Y13. Some enrichment activities are residential including visits to an art gallery, local church, play in the West End and visiting museums. Y5 students have the opportunity to take part in their first residential trips and students in secondary can undertake trips abroad.

After school enrichment programmes are offered to students from Y6-8. Such activities include Coding, Art, Design & Technology and STEM club (Science, Technology, Engineering, Maths).

<https://www.simonballe.herts.sch.uk/curriculum-overview/extra-curricular-provision/>

<https://www.simonballe.herts.sch.uk/curriculum-overview/extra-curricular-provision/trips-and-visits/>





Simon Balle Music is....

“At the heart of what we do. Our holistic approach places great emphasis upon the arts and in particular musical education. We say it is ‘the lifeblood’ of our school and its influence affects both performers and those who listen and appreciate it. Music is a ‘golden thread’ which weaves its way through our ethos and culture. For many of our students it is a life changer - playing music and their instrument becomes part of who they are, and they take this with them wherever they go.

As a school committed to changing the world for the better and creating ‘tomorrow’s citizens today’ music is central to who we are and what we want to become.”

“

“Simon Balle Music is alive with people who share a passion for music.

Our home is a school that lives and breathes it.

Opportunities lie around every corner, and we can’t wait to see which paths our musicians will choose.

A love of music opens doors to endless possibilities....”

www.simonballe.herts.sch.uk/music

”



Simon Balle Sport...

“Practice with Purpose, Perform with Passion”

Creating tomorrow’s healthy active learners, sports leaders and performers

PE & Sport also has a very special place at Simon Balle, giving students equality of opportunity to participate in a broad and balanced range of activities, with experiences working in co-operative and competitive situations. The school also benefits from having huge grounds and a fantastic range of sports facilities including a swimming pool, full size Astroturf pitch, football and rugby pitches.

Students are empowered to realise and act upon their sporting and academic potential through high quality Teaching and Learning be it through recreational activities or as a national performer. The curriculum inspires, motivates and challenges students through the delivery of a personalised curriculum thus becoming leaders, independent learners, creative thinkers and above all more well-rounded students.

Through participation in enjoyable learning experiences students are encouraged to have a positive attitude towards physical activity, gaining a sense of achievement and an increase in self-confidence. The school further supports those who wish to pursue a career in sport but above all aims to instil the character traits and values that will enable all children and young people to succeed and flourish in today’s ever changing and complex world.

<https://www.simonballe.herts.sch.uk/curriculum-overview/extra-curricular-provision/>

<https://www.simonballe.herts.sch.uk/sport/>



Credentials and expectations

Governors are seeking to appoint a strategic and collaborative leader with purpose and drive to continue to lead our school in educating “tomorrow’s citizens today” and as such you will demonstrate a successful track record of leadership and have the talent and energy to inspire and develop those around you.

Ambitious to grow and develop further

We are currently a Single Academy Trust (SAT) but are ambitious to grow and further develop.

Our next Headteacher will share our passion for inclusion, making sure we are consistent with our ethos, ensuring that each student and staff member receives the appropriate support to fulfil their potential.

You will be a resilient leader with high aspirations and a passionate advocate for All Through Education and have the vision and experience to respond to the future challenges of the educational landscape within our society.



For the right candidate, we offer:

- an inclusive school with a strong sense of identity with a vibrant and talented community of children and young people
- a dedicated, well qualified and experienced teaching team, SLT and middle leaders.
- a professional and experienced support team
- governors who are experienced, passionate about the school and bring a broad range of expertise
- an excellent well-resourced and managed school with a wide range of facilities.
- a competitive remuneration package
- access to excellent CPD tailored to support and meet your individual needs
- the privilege to lead an outstanding school and continue giving our young people a first-class education to prepare them as 'tomorrow's citizens'.



The role of the Headteacher – 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 students
- 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.

The post holder is expected to have regard to the **National Standards of Excellence for Headteachers** at all times, as detailed on the following pages.



Section 1: Ethics and 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
- 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:

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
- 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
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- take responsibility for their own continued professional development, engaging critically with educational research
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- 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 pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

- establish and sustain high-quality, expert 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 and 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

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff 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

5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate



- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

- ensure 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

9. Working in partnership

- forge constructive relationships beyond the 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

10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working 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



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 (**s**ituation, **t**ask, **a**ction, **r**esult) relating to the person specification criteria.

Qualifications, knowledge and experience	Essential/ Desirable	Application form	Assessment stage
Degree and Qualified Teacher Status	E	✓	✓
Commitment to and experience of working with EYFS, KS1, KS2 and/or KS3, KS4 & KS5 students and staff	E	✓	✓
Recent and significant school leadership experience as a Headteacher, Vice Principal or School Improvement Partner, with experience across all areas of school leadership	E	✓	✓
Thorough understanding of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care	E	✓	✓
Has successfully undertaken appropriate Child Protection training	E	✓	

School culture	Essential/ Desirable	Application form	Assessment stage
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		✓
Demonstrates a 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		✓

Teaching, curriculum & assessment	Essential/ Desirable	Application form	Assessment stage
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 all phases	D		✓
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	✓	✓

Professional development	Essential/ Desirable	Application form	Assessment stage
Evidence of appropriate continued professional 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		✓

Organisational management / continuous school improvement	Essential/ Desirable	Application form	Assessment stage
Have had active involvement in effective school self-evaluation and development planning	E	✓	✓
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		✓

Working in partnership / Governance & accountability	Essential/ Desirable	Application form	Assessment stage
Experience of working with stakeholders including governors, school improvement partners, other schools and organisations to improve outcomes for pupils	E	✓	✓
Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility	E		✓
Understanding the impact of financial resources on school development and pupil outcomes	E		✓

Personal Qualities / Ethics and professional conduct	Essential/ Desirable	Application form	Assessment stage
Passion for education, coupled with ability and enthusiasm to see every child fulfil their potential	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 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		✓



Application Process

How to apply

This recruitment is managed by HFL Education, in line with the latest guidance on safer recruitment. Please apply online at www.teachinherts.com or send your completed application form to: leadership.recruitment@hfleducation.org You can also contact us on **01438 544476**.

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 with no unexplained gaps since leaving school education. Include all the 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 **the requirements** in the person specification. Be sure to evidence additional aspects such as training and qualifications together with your background and experience.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turn around. 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.





Important Information

Leadership pay range:	L33-L39 £98,485 - £112,695
Start date:	September 2023
Closing date:	Wednesday 1st March 2023 at 9.00am
Shortlisting date:	Wednesday 8th March 2023
Interview dates:	Monday 13th March & Friday 17th March 2023

Visits to the school:	please email admin@simonballe.herts.sch.uk or call 01992 410400
Informal conversation about the role:	please contact Paul Connolly, Chair of Governors at admin@simonballe.herts.sch.uk
School website link:	www.simonballe.herts.sch.uk
Send your completed application form to:	leadership.recruitment@hfleducation.org

Simon Balle All-through School is committed to safeguarding and promoting the welfare of Students and expects all staff and visitors to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Students Safe in Education (September 2022).

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.



Simon Balle All-through
Mangrove Road
Hertford
Hertfordshire
SG13 8AJ
www.simonballe.herts.sch.uk