

# CHAMBERSBURY PRIMARY SCHOOL

Headteacher Recruitment

Summer Term 2024



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# LETTER FROM THE CHAIR OF GOVERNORS



Dear Applicant,

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

The vacancy has arisen as a result of our current Headteacher moving away from the area after many years of successful leadership at Chambersbury. During this time she has grown the school to be a place where our children want to learn and they feel safe. Our classrooms are amazing learning places which can only be experienced by seeing them yourself.

Our school is a happy and purposeful place to be and a warm welcome awaits parents and children. At Chambersbury our core value is that of 'TOGETHER' - everyone has a part to play, everyone is of value and we work, achieve and celebrate our successes 'TOGETHER'. The children are at the heart of everything we do. Our expectations are high and we believe in our children and that they be successful in whatever they do. We believe that children enjoy learning in a happy, caring and fun environment and so we strive to create that environment so they can flourish and grow in confidence, knowledge, skills and understanding.

We look forward to working 'TOGETHER' with parents as we help their children learn and become 'assets' and 'change makers' in our community.

The Governors and staff are proud to have maintained during our last Ofsted visit 'Good'. We believe that a key part of this success is the strong links and relationships that have been developed between staff, governors, pupils, parents and the broader school community, however the current Head has been the driving force to meet set targets. Alongside his senior leadership team and governors, the Head has positioned the school into an excellent financial position and the school has prioritised funding to further enhanced the school by updating the school environment and our classrooms.

In recruiting a new Headteacher we are seeking someone who can shape and share our vision and ethos. We are seeking a Headteacher who has the enthusiasm, drive and energy to continue to grow our learners. The successful candidate will have the drive, enthusiasm and relevant experience to continue to progression of the school's curriculum and lead it to become an OPAL school.

The closing date for applications is Tuesday 2<sup>nd</sup> July at 9am . Shortlisting will be taking place on Thursday 4<sup>th</sup> July and interviews on Thursday 11<sup>th</sup> July. For further information about our school, please visit our website <https://www.chambersbury.herts.sch.uk/>

If you wish to discuss the role and/or would like to visit to the school, please email the office at [admin@chambersbury.herts.sch.uk](mailto:admin@chambersbury.herts.sch.uk) and either myself or the current Head will arrange a suitable time to show you around.

Thank you for your interest in Chambersbury Primary School. My colleagues and I look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge. I wish you the best with your application and look forward to meeting you.

Yours faithfully,

Doug Stack

Chair of Governors

# KEY FACTS & STATISTICS

*Location:*  
**Hemel Hempstead**

*Age range:*  
**3-11 years**

*Number on roll:*  
**198**

**27%  
SEND**

**23%  
Pupil  
Premium**

**21% Free  
School  
Meals**

**25%  
EAL**



**Ofsted Good, November 2022**

# ABOUT OUR SCHOOL

Chambersbury is a popular one-form entry primary school located in the Bennetts End area of Hemel Hempstead in Hertfordshire.

We are organised into eight year groups – from Nursery through to Year 6 – and employ eight class teachers, a SENCO (who also covers PPA), 12 teaching assistants and four midday supervisors. In addition, the school also has access to specialist staff responsible for providing specific curriculum support, including a PE coach who delivers whole class activities and clubs. We also offer swimming provision at a local pool for Year 4 and above.

Our school is located approximately 25 minutes' walk from Apsley Railway Station. There are also regular buses from the town centre to the Bennetts End area. Although we are situated within a housing estate, we still benefit from two playground areas and have two large fields surrounding the school – providing plenty of space for our pupils to learn and play.

Children join Chambersbury from a variety of pre-school settings including our own Nursery. We are a diverse and family-focussed school where the majority of our Reception intake are either younger siblings of existing pupils and/or children from the local area.

Longdean Secondary School is conveniently located next door and is one of the main feeder schools for Year 6.

We offer a variety of extra-curricular clubs both before and after school. These vary each term but include football, multi-sports, fun fitness, art, dance, construction and 'Wild Chambersbury' – an outdoor, nature and gardening club.

Originally built in 1954, our school has been well-maintained and boasts:

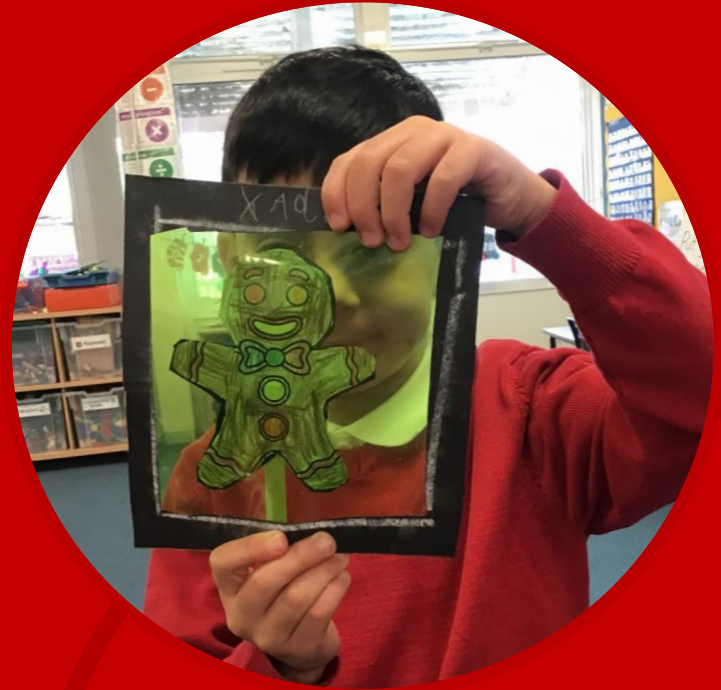
- Classrooms for all year groups.
- Hall.
- IT Suite.
- Small library.
- Meeting room (used for art therapy, SEN interventions and professional meetings).
- Large grounds for outside curriculum/sports.
- 'Wild Chambersbury' – an area of meadowland with a fire pit.
- Trim Trail and other outside gym equipment.
- Running track.

In recent years, our Governors have invested in replacing windows, blinds, ceilings, lighting, doors and site security. We are also excited to now be starting our OPAL school journey.

We want every Chambersbury pupil to learn in an environment that's full of excitement and fun. Our dedicated team of staff aim to provide our children with the skills they can use in our school and beyond – ensuring they grow up to be change-makers and assets to the world they live in.

# OUR VISION

*“ Our aim is for Chambersbury Primary School to be a place where each individual is cared for deeply, valued and respected – where everyone in the school community has the opportunity to learn in an environment full of excitement and fun, so they can grow up to be “change-makers” and “assets” in the community, society and world they live in. ”*



# OUR VALUES

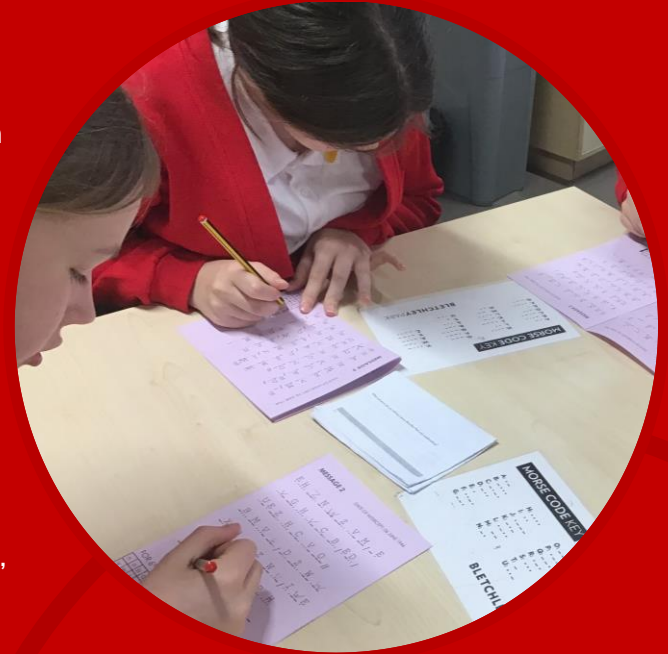
Our 'Values' matter to us as we want our children to develop values that will enable them to become 'lifelong learners' and to become 'assets' in the world in which they live.

Our key values are:

- TOGETHER
- HONESTY
- PATIENCE
- FORGIVENESS
- KINDNESS
- CARING

At Chambersbury Primary School we promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

At Chambersbury Primary School, we recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.



# OUR 'BRITISH VALUES'

These have been identified as:

**1. Democracy:** The ability to communicate is the most important area of learning. We ensure that pupils are given a 'voice' to communicate. The method of using this 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language. We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

**2. Rule of Law:** We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large. Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predicable environment within the school and beyond. We can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

**3. Individual Liberty:** Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'No' to ideas or activities that they do not want to take part in. Some pupils will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself.

We support others by participating in charitable events such as, Red Nose Day/Comic Relief, Children in Need and Jeans for Genes Day. At Chambersbury Primary School we believe that by engendering a caring and helpful environment and by learning to be independent can boost and nurture a healthy self-esteem.



# OUR 'BRITISH VALUES'

**4. Mutual Respect:** We promote each pupil's inclusion, where possible, in a range of activities, settings and locations. As pupils move into the other Key Stages, further events and circumstances are planned for pupils to go into the community to meet with a range of people in a variety of situations. These include sports events, community events and shared participation with other schools.

It is important to facilitate opportunities for Chambersbury Primary School to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

**5. Tolerance of Different Faiths and Beliefs:** We serve a multi-faith community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race. Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others. Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events.

Pupils are encouraged to experience British Culture through our curriculum themes. As a school, we take part in local sporting activities which helps to instil 'fair play' and engender a 'team spirit'. Although pupils at Chambersbury Primary School may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil, our accepted practice links to the Child Protection Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Chambersbury Primary are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

# OUR NEW HEADTEACHER

We are seeking an inspiring leader to join our diverse and vibrant school community who can build on the excellent achievements of the previous Headteacher. The ideal candidate will:

- Embrace inclusivity, openness and honesty with all stakeholders.
- Demonstrate strong communication skills with pupils, parents, staff and the local community to ensure effective collaboration and cooperation.
- Exhibit tenacity, whilst being empathic, in order to navigate challenges, overcome obstacles and drive positive change.
- Provide a whole school approach to decision-making, ensuring effective engagement with staff, pupils, parents and governors.
- Have excellent organisational skills to manage school operations and resources efficiently.
- Provide a commitment to continuous improvement and innovation in teaching and learning.
- Display excellent leadership to guide and motivate staff and pupils towards academic excellence.
- Have a sound knowledge of educational policies, procedures and regulations.
- Encourage dedication to fostering a safe, inclusive and nurturing learning environment for all.



# WHAT WE CAN OFFER

- An experienced, knowledgeable and dedicated team of staff who work tirelessly to ensure that every child enjoys their primary school experience and has access to the support they need.
- Polite and respectful pupils who are eager to learn and grow.
- A diverse family-based school at the heart of our local community where everyone works together in the best interests of the children.
- A Governing Body devoted to the school's mission and success.
- A very well-maintained and resourced school.
- An active and enthusiastic PTA group – PATCH.
- Opportunities for continual professional growth through HFL Education and the Headteacher Induction Programme for new Headteachers, designed to support and enrich your journey as a school leader.
- Professional Mentor.



# 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.

Qualifications, knowledge and experience	Essential/ Desirable	Application form	Assessment stage
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	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	*	

<b>School culture</b>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</b>
Demonstrates an awareness of the wider education context with an understanding on the distinctive nature of R.E and Collective Worship in a church school.	E	*	*
Understands the existing relationship between the school and the church and has the ability to articulate a clear vision 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		*
<b>Teaching, curriculum &amp; assessment</b>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</b>
Clear understanding of 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 EYFS and on the primary phase.	E	*	*
Able to understand the needs of children with challenging behaviours and develop strategies to successfully manage this.	E		*
Experience of deploying and managing staff to deliver effective outcomes.	E		*

<b>Professional development</b>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</b>
Evidence of appropriate and recent professional career development for the role of headteacher.	E	*	
Has successfully undertaken approved safer recruitment training.	D	*	
Commitment to prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school.	E	*	*
Successful track record of developing staff through effective performance management.	D		*

<b>Organisational management/ continuous school improvement</b>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</b>
Have had active involvement in effective school self-evaluation and development planning.	D	*	*
Have had responsibility for whole school policy development and implementation.	D		*
Experience of leading change effectively and successfully.	D		*
Clear commitment to promoting health and safety and the wellbeing of children and staff.	E		*
Ability to review and analyse key data to develop evidence-informed strategies for school improvement.	E		*

<b>Working in partnership/ Governance &amp; accountability</b>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</b>
Experience of working with stakeholders including governors, school improvement partners, other schools and organisations to improve outcomes for pupils.	D	*	*
Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility.	E		*
Experience of managing school finances effectively, understanding their contribution to school development and pupil outcomes.	D		*
<b>Personal Qualities/ Ethics and professional conduct</b>	<b>Essential/ Desirable</b>	<b>Application form</b>	<b>Assessment stage</b>
Passion for education, coupled with ability and enthusiasm to see every child fulfil their potential.	E	*	*
Excellent communication skills, including written communication.	E	*	*
Visible 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 <a href="#">Seven Principles of Public Life</a> 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 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.



# Section 1: Ethics & professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers should uphold and demonstrate the Seven Principles of Public Life at all times:

*Selflessness, integrity, objectivity, accountability, openness, honesty, leadership.*

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour both within and outside school:

- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.

As leaders of their school community and profession, headteachers:

- Serve in the best interests of the school's pupils.
- Uphold their obligation to give account and accept responsibility.
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- Take responsibility for their own continued professional development, engaging critically with educational research.
- Make a positive contribution to the wider education system.

# Section 2: headteachers' standards

## 1. School culture

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where 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 regarding the SEND code of practice.

## 6. Professional development

- Ensure staff have access to professional development opportunities, aligned to balance the priorities of whole-school improvement, team, and individual needs.
- Prioritise the professional development of staff, which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school.

## 7. Organisational management

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

## 8. Continuous school improvement

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

## 9. Working in partnership

- Forge constructive relationships beyond school, working in partnership with parents, carers and the local community.
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all 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.



# 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](http://www.teachinherts.com)

You can also contact us on [leadership.recruitment@hfleducation.org](mailto:leadership.recruitment@hfleducation.org) 01438 544476.

## Application Form

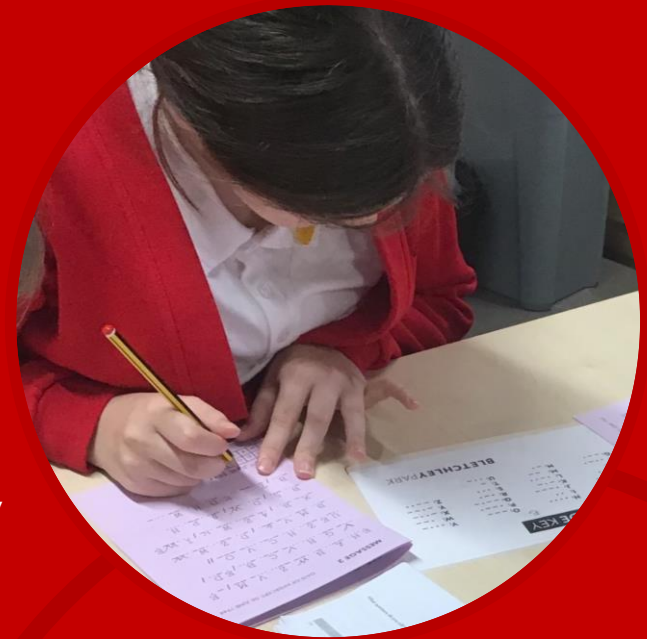
Applicants must use the standard application form provided (CVs are not accepted). Please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those in recent years which have helped to prepare you for headship.

## Person Specification and Personal Statement

When writing your personal statement, it is important you address 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

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.





Pay range:	L9-21 fringe (£58,785-£77,730)
Anticipated start date:	September 2024 (or January 2025)
Closing date:	Tuesday 2 <sup>nd</sup> July 2024, 09:00
Shortlisting date:	Thursday 4 <sup>th</sup> July 2024
Interview date:	Thursday 11 <sup>th</sup> July 2024
Visits to the school:	To make an appointment, please contact the school office on 01442 256435 or email <a href="mailto:admin@chambersbury.herts.sch.uk">admin@chambersbury.herts.sch.uk</a>
School website:	<a href="https://www.chambersbury.herts.sch.uk/">https://www.chambersbury.herts.sch.uk/</a>
School address:	Chambersbury Primary School, Hill Common, Bennetts End, Hemel Hempstead, HP3 8JH

Chambersbury 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 2023).

Chambersbury 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.