



Adventist
Education

Educating for Eternity



Love | Learn | Lead

Headteacher

Candidate Pack

September 2024

Contents

Welcome from the Chair of Governors.....p3

School Informationp4-5

The Post.....p6-7

School Informationp6-8

Christian Ethosp9

About the BUC Education Deptp10

Job Description.....p11-15

Person Specification.....p16-17



Educating for Eternity

Welcome message from the Chair of Governors

Dear Candidate

Thank you for expressing your interest in the position of Headteacher at our school. Stanborough Primary is a small, independent Seventh-day Adventist Christian school that embraces students from diverse backgrounds. Our utmost priority is to foster a nurturing and inclusive environment for our students, and we firmly believe that the Headteacher plays a crucial role in driving our vision and mission forward.

Central to our school is a strong Christian ethos, and we are seeking a candidate who wholeheartedly embraces our core values. It is our expectation that the successful applicant will demonstrate not only exceptional spiritual leadership but also effective management of the academic and administrative aspects of the role.

As members of the governing body, we take great pride in the progress our school has made on a remarkable journey of improvement. Our success is founded upon the strong bonds and relationships that have been cultivated among our staff, students, parents, and the wider school community. In our quest for a new Headteacher, we seek an individual who respects the teachings of the Seventh-day Adventist denomination and fully embraces our values-led ethos. The ideal candidate will possess the drive, enthusiasm, and relevant experience to sustain our achievements and propel our school to even greater heights.

I do hope you will come and visit our school and meet the wonderful children and community that we serve at Stanborough Primary and look forward to receiving your application.

Yours in His Service

Pastor Eglan Brooks
Chair of Governors
Stanborough Primary School

The post

School: Stanborough Primary School

Job title: Headteacher

Increased Remuneration Package: Competitive

Benefits include: up to 55% off school fees for children in the primary and sister secondary school, a relocation allowance and paid senior leadership training for the permanent role

Location: Watford, Hertfordshire

Start date: January 2025 or sooner

Closing date: Monday 14 October 2024, 4.00pm

Interviews will take place week commencing 21 October 2024.

For informal enquiries, please contact Lorraine McDonald, BUC Education Director, through the School Business Manager, Mrs Sally Aguiar, who can be contacted on 01923 673291 or by email at: info@stanboroughprimary.org.uk

Further details about the school can be found at <https://www.stanboroughprimary.org.uk>
Application forms should be returned electronically to kguthrie@adventist.uk. All completed applications must be received by **4.00pm on Monday 14 October 2024**.

As this post is for a headteacher of a Seventh-day Adventist denomination school we also request that applicants provide us with the name and contact details of a third referee. Your third referee will be asked to comment specifically on your suitability to be the spiritual and educational leader of a Seventh-day Adventist school.

If you are a committed member of a church or faith community, please ask your church or faith leader to be your third referee and nominate them on the application form. ***Please note that for senior leadership positions in Seventh-day Adventist schools, preference will be given to suitable candidates who are practicing Seventh-day Adventists, in addition to satisfactorily meeting the requirements as detailed in the job description and specification (*see below).***

Visits to the school are very much welcomed and encouraged and can be arranged through the school. Contact: Mrs Sally Aguiar at info@stanboroughprimary.org.uk

The British Union Conference of Seventh-day Adventist's Education Department and Stanborough Primary school are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment.

What is the objective definition of a 'practising Seventh-day Adventist' for appointments to key posts in Seventh-day Adventist Schools?

To objectively define what a 'practising Seventh-day Adventist' is when assessing applicants for key leadership posts within a Seventh-day Adventist school, it is necessary to understand that there are general obligations as well as essential components that constitute 'practice' of the faith in the teachings of the Seventh-day Adventist denomination.

Seventh-day Adventist education is built on the beliefs and values of the Seventh-day Adventist denomination and that all activities of a school are Bible-based, Christ-centred, Service-oriented, and Kingdom directed. The headteacher is the spiritual leader of the school. While many aspects of spiritual leadership may be delegated to others, the personal influence of the headteacher as a positive role model to students, teachers, and parents cannot be underestimated. It is the pervasive influence of the headteacher's actions and concerns that inspires and encourages others to be drawn to Christ.

In order to ensure that the objectives of Seventh-day Adventist schools are achieved and the ethos of Seventh-day Adventist schools is maintained, the Church's general obligations for its members require that they strive to live lives of holiness by being faithful to the teaching of the Bible, by trying to uphold the values proclaimed in God's Word, by assisting in the Church's mission to make Christ known to all peoples (Matthew 28:19&20), by upholding privately and publicly the Church's moral and social teaching, by endeavouring to follow an informed conscience and by making every effort to keep the precepts of the Church. This is the 'practice' of the Seventh-day Adventist faith in its widest and all-encompassing sense. At the heart of these general obligations though, there are essential components for "membership" in the Seventh-day Adventist denomination. These are embodied in the fundamental beliefs of the Seventh-day Adventist denomination (see <https://www.adventist.org/beliefs/>). The preservation of membership is not limited to purely religious church activity but is to be an integral part of the whole lifestyle of a member of the Church. It is what essentially constitutes being a committed and 'practising Seventh-day Adventist'.

Preferential employment practices are maintained in Seventh-day Adventist schools as provided for in the Equalities Act 2010. For further information including examples where there may be a reason why somebody is not in a position to take up a key responsibility in a Seventh-day Adventist school, please see 'Faith Schools in England' by Robert Long and Shadi Danechi, House of Commons Library, Briefing Paper Number 06972, 20 December 2019, pgs 7&8.

<https://researchbriefings.files.parliament.uk/documents/SN06972/SN06972.pdf>

School information

Stanborough Primary School is a friendly and welcoming one-form entry Seventh-day Adventist Christian school, nestled in the peaceful surroundings of the attractive 40-acre Stanborough Park in Watford. The school is fully inclusive and welcomes all children without regard to their ethnic background, sex, national origin, religious affiliation/worldview, or none, having a desire to serve the whole community. We believe that each pupil is fearfully and wonderfully made (Psalms 139:14), and that it is our job to ensure that each pupil is given the opportunity to reach their full potential through the provision of a broad, exciting, challenging, knowledge and skills-based curriculum.



The school's mission is to provide, with God's help, a learning, caring, serving and responsible community where all people are valued for who they are and for who they may become as children of God.

We provide teaching and learning opportunities for all children to acquire the knowledge, skills, attitudes, and the spiritual wisdom necessary to achieve beyond their aspirations and to recognise themselves and each other as God's work in progress as we all strive to be more like Jesus.

We acknowledge that the primary responsibility for establishing Christian values in a child are the home and the church. As a school we wish to play our part in assisting young people to learn the basic tenets of Christianity and empower them to apply these in their lives now and in the future. In co-operation with the home, the school seeks to inspire its learners to take an active interest in making the community a better place in which to live, to appreciate cultural and scientific advances, to be excited by learning and to develop positive attitudes towards all people.

Every staff member demonstrates unwavering dedication and commitment to upholding our Christian values, both through their words and actions. They are committed to providing a high-quality education in a caring Christian environment where the worth and personal development of each learner is respected and enhanced. We endeavour to help learners distinguish between performance and their inherent worth. Each learner must know that his/her performance has no bearing on their worth as an individual.

As an independent Christian school, Stanborough Primary School is concerned with upholding family values, respect for authority and the overall development of each learner. Our school values are rooted in scripture and in the teachings of Jesus. We believe that these values are the ones that represent the way we want to live together and treat each other at Stanborough Primary. The school values are Acceptance, Cooperation, Curiosity, Excellence, Independence, Resilience, Respect, Gratitude, Kindness and Self-control. With God as the Master of our school, we believe that we can each take an initiative-taking role in leading learning, as we strive to improve pupil progress and together achieve excellence.

Seventh-day Adventists have no creed but the **Bible**; but we hold to certain well-defined points of faith, for which we feel prepared to give a reason "to every man that asketh" (1 Peter 3:15). Every member of the school community has the right to be treated fairly, and to also feel valued

and respected. In keeping with Seventh-day Adventist educational principles, all activities of the school are Bible based, Christ-centred, service-oriented and kingdom directed. We are a caring, Christian community, whose values are built on mutual trust and respect for all, according to the teachings and practices of the Seventh-day Adventist denomination.

Stanborough Primary school is a smaller-than-average size primary school judged by Ofsted in June 2022 as Requiring Improvement (with good Personal Development and Behaviour and Attitude). Ofsted noted: *“Leaders use these values as the framework to develop pupils’ knowledge of their place in modern society.”* *“Pupils benefit from the fact that they are well known by staff and grow in confidence the longer they are in the school.”* *“Pupils are increasingly well prepared for life at secondary school.”* (Ofsted, June 2022)

We are aspiring for the school to be judged as ‘good in all areas’ at its next inspection as it seeks to be a beacon of light in the community. The school’s current Ofsted report can be located at: <https://www.stanboroughprimary.org.uk/wp-content/uploads/2022/09/OFSTED-2022.pdf>

The current governing body comprises the proprietors and other foundation governors who seek to hold the school to account. Ofsted remarked that governors *‘know what is needed to improve to provide pupils with a good quality of education.’* The board is further supported by the BUC Director of Education through the appointment of senior leaders and CPD for staff at all levels.



Located on the same campus, is Stanborough Park Seventh-day Adventist Church, where monthly, collective worship services are held, in collaboration with Stanborough Secondary School. Our close relationship with the local church supports the school in providing opportunities for pupils to grow both personally and spiritually. We endeavour to be a community which shares life together: laughter and joy, sadness and tears, celebrating achievements, fostering togetherness and giving and receiving the love of God.

The Stanborough Primary School ethos and values pervade all that we do, and we are dedicated to creating a happy, secure and purposeful environment in which young children can flourish. Our pupils learn without limits, have high aspirations, are encouraged to be curious, creative, courageous, bold thinkers, to take calculated risks, and not to be afraid of making mistakes on their way to success. We value the support of our parents and governors and

enjoy working in partnership to ensure that we are preparing our pupils for a world that requires courage and flexibility.

Academic standards are high, but we believe it is equally important to offer our pupils a rich educational experience with inspirational teachers who create a nurturing, happy atmosphere for which Stanborough Primary School is renowned. We want each one of them to feel personally valued and to think of us as their second home.

Our curriculum enables our pupils to develop spiritually, academically and creatively, allowing all learners to acquire key skills and knowledge that will equip them for life. Our goal is for each pupil to maximise his or her talents, whether academic, athletic, artistic, or spiritual, to God's ultimate glory.

Visitors to our school often comment on how nurturing and welcoming it feels as they walk through the door. A strength of Stanborough Primary is its well-being provision. Our school is committed to supporting the emotional health and wellbeing of our pupils and staff. Wellbeing Champions have been appointed within each year group to encourage the entire school community to develop and maintain a growth mindset and raise awareness of mental health issues in partnership with the school's Wellbeing Lead.

Friday 10 February 2023, saw the inaugural launch of the Wellbeing and Mental Health Partnership between the British Union Conference (BUC) Health Ministries department and Stanborough Primary School. This initiative is an augmentation of the BUC Health Ministries Child Health Strategy, along with the School's Wellbeing curriculum, to enable a vital source of support for the school's health and mental wellbeing. It involves the development of an intentional health focus that encompasses seven areas of wellbeing: spiritual, mental, physical, emotional, relational, social and environmental health. The event was attended by local MP, Dean Russell.

The school's vision encourages pupils (and staff) to reflect upon their own responses to local, national and global events and the way in which they can serve the greater good through the gifts they have been given by God. This is reinforced through the school's curriculum and collective worship. From this, individual children have been inspired to engage with local and international concerns by fundraising for a range of charities, eg, ADRA, Peace Hospice, Royal British Legion and new New Hope Trust.

The current leadership team have worked hard to stabilise the staffing and to ensure that the curriculum is broad and balanced, and that there are plenty of enrichment opportunities on offer to every pupil during their time at the school. However, we continue to strive towards excellence and recognise that there are always improvements to be made to ensure that all pupils leave the school having achieved their full potential.

Christian ethos

Christian values are at the centre of everything we do at Stanborough Primary. Pupils will develop an understanding of Christian history, faith and the values which will impact positively on their life choices. All activities of the school are Bible based, Christ-centred, service-oriented and kingdom directed. Our Christian values demonstrate inclusiveness to all, shown through the dispositions of love, acceptance and forgiveness. Our Christian values are aligned to our British Values.

The Seventh-day Adventist denomination believes that every child is unique, made in the image of God and deserves the very best education, and therefore we believe that education should be provided for pupils that allows:

Educating for Wisdom, Knowledge and Skills

Seventh-day Adventist schools seek to provide excellent academic education and enable every individual to know **how** to apply those skills.

Educating for Hope and Aspiration

In Seventh-day Adventist schools, education goes beyond the classroom and affects every part of our pupils' lives. Through ongoing pastoral support for young people and their families, Seventh-day Adventist schools aim to encourage confidence, generosity and compassion, and to equip every individual to engage effectively with those around them and the wider world.

Educating for Community and Living Well Together

Seventh-day Adventist schools are places where collaboration, teamwork and respect for each other are valued and prioritised within the school life. A Seventh-day Adventist school is a safe environment where people respect and care for each other, behave well and share the belief that together we can achieve more.

We believe that education is a significant and vital part of the role of the Seventh-day Adventist denomination to share the tangible love of Jesus with everyone. Our aim is to develop the God-given potential of all pupils through a Christ-centred experiential curriculum, real world learning, quality instruction, and a grace-filled environment, creating leaders who will remain rooted in their love for Jesus and His church.

Ultimately, we are **Educating for Eternity!**

Information about BUC of SDA Education Dept

The Seventh-day Adventist denomination runs the largest protestant school system in the world. Stanborough Primary is one of a family of 7 schools and 1 HE college run by the Seventh-day Adventist denomination in the UK. The BUC Education Department is responsible for ensuring that all SDA schools deliver high quality education within the biblical worldview framework of SDA education established around the world.

The new headteacher will be supported by the BUC Education Department to achieve the very best outcomes for the pupils and to create a school that is the first-choice primary school for parents in the area.

Our mission: To enable learners to develop a life of faith in God, and to use their knowledge, skills, and understandings to serve God and humanity.

Our purpose: Adventist schools seek to provide high quality education that will offer a wide range of opportunities and experiences, whilst encouraging pupils to learn, grow, and explore their world encircled by the safe boundaries of caring teachers, curated curriculum within the Christian framework, and relevant activities for each developmental stage. Our teachers seek to integrate the biblical worldview into each aspect of the learning process, using a wide range of classes and activities to guide pupils as they develop important skills for success in school and in life.

Strategic aims: Every school provides a broad and balanced curriculum that equips all pupils to thrive, achieve their goals, succeed in later life, contribute to a diverse society and respect the environment. Pupils are provided with effective pastoral support and safeguarding arrangements meet all national and local requirements.

Our schools are at the heart of the communities that they serve, collaborating with the home, church, other schools, stakeholders and organisations in the area to best support their community.

Our schools provide a broad and balanced curriculum whilst ensuring staff have a good work/life balance and are fulfilled in their roles. All activities of our schools seek to be Bible based, Christ-centred, service oriented and kingdom directed. Leadership, service, and mission opportunities are integrated into the curriculum and/or enrichment activities, building character and equipping pupils with important life skills. Through our Christian vision, our curriculum fosters confidence for all.

Working in partnership with parents and carers, we promote pupils' intellectual development as evidenced through external and internal indicators that demonstrate the vast majority of pupils make good or better progress in our schools and as a result, attainment is high in all of our schools or improving rapidly.

Accountability – AAA Inspection: All SDA schools have a responsibility to ensure they deliver quality education, and integral to this responsibility is the need for a strong internal quality management process. External accreditation does not replace this expectation; however, it provides an important objective measurement of an institution's success.

The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA) is the recognised accrediting body commissioned by the Seventh-day Adventist denomination to carry out the accrediting process for Adventist educational institutions around the world. It operates out of the General Conference Department of Education in Silver Spring, Maryland, USA, and in cooperation with its regional Commissions on Accreditation; for the UK this is the Trans-European Division of Seventh-day Adventists (TED).

The right of each institution to pursue its educational mission under the guidance of its governing board must not interfere with the institution's obligation to provide quality education within the context of the beliefs, mission, educational philosophy, and practices of the Seventh-day Adventist denomination.

Job description: Headteacher

Responsible to the Governing Body and the BUC Education Director

The British Union Conference of Seventh-day Adventist's Education Department (BUC) and the governing body are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. This post is subject to safer recruitment measures, including a DBS check.

Core Purpose

The Headteacher is accountable to the Governing Body and the Education Director of the BUC for ensuring the educational success of the school within the framework of the school's and the BUC's strategic plans. The Headteacher will provide professional leadership and management to the school and must establish a culture that promotes excellence, equality and high expectations of all pupils. The Headteacher will support and promote the Seventh-day Adventist Christian distinctiveness of the school and the aims of the BUC.

Responsibilities

Spiritual Leadership

The headteacher will:

- Model spiritual leadership to both staff and pupils as a committed Seventh-day Adventist in a growing relationship with Jesus Christ
- Possess a thorough understanding of the philosophy and operations of Seventh-day Adventist schools and a strong desire to ensure an SDA identity in the school; recognising this as the "the harmonious development of the physical, the mental, and the spiritual power" and that "In the highest sense the work of education and work of redemption are one..." (Education, pg 13 & 30)

To be accountable to the BUC for:

- Supporting and promoting the school's Seventh-day Adventist Christian distinctiveness and preparing the school for the denominational AAA inspections.
- Supporting and promoting the BUC's vision, values, aims and goals including our specific strategic aims as follows:
 - Education is led by BUC's vision and values, and for our SDA schools these are embedded within the Seventh-day Adventist Christian ethos.
 - We work in partnership with parents and carers to promote pupils' social, moral, spiritual, cultural and physical development within happy and caring environments.
 - Every school provides a broad and balanced curriculum that equips all pupils to thrive, achieve their goals, succeed in later life, contribute to a diverse society and respect the environment.
 - Pupils are provided with effective pastoral support and safeguarding arrangements meet all national and local requirements.
 - Our schools are at the heart of the communities that they serve, collaborating with the home, church, other schools, stakeholders and organisations in the area to best support their community.
 - Working in partnership with parents and carers, we promote pupils' intellectual development as evidenced through external and internal indicators that demonstrate the vast majority of pupils make good or better progress in our schools and as a result, attainment is high in all of our schools or improving rapidly.
 - All of our schools are graded at least 'good' by Ofsted/ISI or are improving quickly towards achieving 'good' at the next inspection.

- The practice of staff is enhanced by high quality professional development and performance management systems.
 - The BUC has highly effective pastoral arrangements in place for staff who, as a result, feel supported and have good life/work balance and the Church is recognised as a good employer for staff.
- Ensuring a daily act of Collective Worship takes place at each school, seated in the Seventh-day Adventist Christian tradition.
 - Working towards meeting all key performance indicators set for the school by the BUC and governing body.
 - Ensuring the effective implementation and embedding of the agreed vision, principles and policies within the school.
 - Providing leadership across all aspects of the internal organisation: professional leadership, management, and control of the school.
 - Creating a culture of constant improvement and being an inspirational leader, committed to the highest achievement for all in all areas of the school's work.
 - Having the line management responsibility for the SLT as well as the line manager for the administration and site leaders.
 - Promoting excellence in teaching and learning, ensuring a continuous and consistent focus on pupils' achievement and development (whole person as well as academic).
 - Ensuring that a high-quality educational experience is available for all children.
 - Creating a positive culture of support and high expectations, in order to achieve the school's and the BUC's Strategic School Development Plan, raise standards and improve the quality of teaching.
 - Ensuring that teaching in all year groups is at least 'good'.
 - Ensuring that all children make good progress including where there are barriers to learning, through clear, consistent, and excellent systems and provision for all, actively promoting inclusion.
 - Ensuring effective and appropriate pastoral support is available to children and staff in the school, including for their mental well-being.
 - Through robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment.
 - Keeping informed of developments within the National Curriculum and other relevant curriculum development sources, to ensure that the curriculum is rich, relevant, and inspirational and contributes to outstanding educational and whole person outcomes.
 - Ensuring creativity, innovation, and the use of appropriate new technologies to achieve excellence.
 - Developing an inclusive and supportive approach so that the school is a place where all children and the wider school community feel welcome.
 - Managing and organising the school environments efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
 - Ensuring that the allocation and use of accommodation within the school provides a positive learning environment that promote the highest achievement possible for all.
 - Following the requirements of the latest version of the BUC Handbook.
 - Promoting, embedding, securing and monitor all agreed school and BUC policies.

Leading Learning and Teaching

- Drive and inspire a passion for learning in every member of the school' community.
- Provide a model of outstanding practice to all staff in teaching and school leadership.
- Secure and sustain effective teaching and learning throughout the school by ensuring sound strategies are in place for monitoring and evaluating the quality of teaching and standards of

pupils' achievement, using benchmarks and setting targets for rapid improvement of all children including those in vulnerable groups.

- Build a collaborative learning culture within the school and actively engage with other schools within the wider BUC family to build effective learning communities.
- Work with all staff to build effective teams.
- Sustain their own enthusiasm and motivation and develop and sustain that of other staff.
- Ensure effective planning, allocation, support, and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal as below.
- Ensure the effective and consistent implementation of performance management and other systems of quality assurance and professional development of teachers.
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs and identified through the appraisal process.
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the school and the wider BUC body.
- Develop capacity, through coaching and mentoring members of the SLT.
- Keep abreast of educational developments and best management practice to introduce appropriate innovation and contribute to joint practice development.

Managing the Organisation

- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Advise Governors on the formulation of the annual budget in order that the school secures its objectives.
- Receive and approve the school budgets to ensure that the school meets its objectives.
- Manage the financial and human resources effectively and efficiently to achieve the educational goals and priorities.
- Seek opportunities to invite parents and carers, community figures and those from the wider SDA and local community, business, or other organisations into the school to enhance and enrich the school and value to the wider community.

Developing Self and Working with Others

- Treat everyone within the school and the wider community fairly and equitably.
- Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under-performance in accordance with the BUC / school appraisal and capability policies and procedures.
- Ensure a high standard of professional development for all staff and for self, including attending all mandatory training events.
- Work with the SLT to recruit and retain staff of the highest quality, in line with the BUC policy and safer recruitment procedures.
- Work with senior colleagues to deploy all staff effectively to improve the quality of education provided.
- Challenge, motivate and empower others to attain ambitious outcomes.
- Regularly monitor the budget for the school and the use of resources.

Securing Accountability

- Work with the Governing Body to enable them to meet their responsibilities.

- Ensure that individual staff accountabilities are clearly defined, understood, and agreed and are subject to rigorous review and evaluation.
- Develop school ethos which will enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Develop and present a coherent, understandable, and accurate account of each school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

Strengthening Community

- Build school cultures and curriculum which takes account of the richness and diversity of each school's community.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and within the BUC community of schools.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

Shaping the Future (Strategic Leadership)

- Work with the SLT, Governing Body, and the BUC to develop the shared vision and strategic plan for the school, which is responsive to the communities it serves. At the core of this should be the educational and personal development of the pupils.
- Work with the Governing Body, the BUC and staff to define and implement the school's vision and strategic direction so that it is understood and acted upon by all stakeholders.
- Work within the school communities to translate the vision into agreed objectives and operational plans, which will drive forward and sustain school improvement.
- Ensure the sustained raising of aspiration, achievement and attainment, is met through an inclusive, sustainable and innovative lifelong educational environment.
- Ensure the school achieves its performance targets.
- Demonstrate the vision and values of the school in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Promote the school and develop effective and productive relationships with a wide range of stakeholders.
- Secure the commitment of parents and the wider community to the vision and direction of the school.

Equal opportunities

- Take responsibility, appropriate to the post, for tackling unlawful discrimination amongst all groups in line with the Equalities Act 2010.

Safeguarding children and Safer Recruitment

- Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and the BUC in line with national requirements.
- Ensure that all policies and procedures adopted by the Governing Body and the BUC are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable the designated persons and other staff to discharge their safeguarding responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.

- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

Health and Safety

- Work in compliance with the school's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the school.
- Ensure compliance with procedures is observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training, instruction and supervision as necessary to accomplish those goals.

Data Protection

- Ensure compliance with the Data Protection Act (2018) and General Data Protection Regulations and the Freedom of Information Act (2000).

As a term of your employment, you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed. The work of schools change, and develop continuously which in turn, requires employees to adapt and adjust. The functions/responsibilities above should not therefore be regarded as immutable but may change commensurate with the grading of the post. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation. Any major changes will involve discussion and consultation, which if wished, may involve a Trade Union/Professional Association representative.

Person specification: Headteacher

| Category | Essential | Desirable |
|--|--|---|
| 1. Seventh-day Adventist Christian ethos | <ul style="list-style-type: none"> To actively support and develop the school's vision and Christian ethos | <ul style="list-style-type: none"> Experience of effective senior leadership in a Seventh-day Adventist school |
| 2. Faith Commitment | <ul style="list-style-type: none"> Understanding of the distinctive nature of the SDA school Able to articulate a philosophy for SDA education Commitment to leadership role in spiritual development of pupils and staff Complete understanding of and commitment to uphold the fundamental beliefs of the Seventh-day Adventist church, implementing the church's worldwide concept of Seventh-day Adventist education Experience in leading and evaluating collective acts of worship Commitment to developing and promoting the school's role in the churches and wider community Understanding the importance of sensitivity in working with other denominations and faiths in the school and local community A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school | <ul style="list-style-type: none"> Practising SDA with evidence of participation in life of faith community (please note preference statement, pg 4) |
| 3. Qualifications | <ul style="list-style-type: none"> Qualified Teacher Status A 'good' degree or equivalent from a recognised university Evidence of commitment to continual professional development including recent participation in a range of relevant in-service training. | <ul style="list-style-type: none"> NPQH |
| 4. Experience | <ul style="list-style-type: none"> Proven track record of successful Senior Leadership in a primary school as a Headteacher, Deputy Headteacher, Assistant Headteacher or Head of School Experience of providing high standards of pastoral care Experience of successful curriculum development that meets the current requirements of Ofsted/ISI | <ul style="list-style-type: none"> Teaching and/or school leadership experience in the independent sector |
| 5. Professional Development | <ul style="list-style-type: none"> Ability to identify own learning needs and to support others in identifying their learning needs Experience of working with other schools/organisations /agencies Experience of leading / co-ordinating professional development opportunities | |

| <i>Category</i> | <i>Essential</i> | <i>Desirable</i> |
|--------------------------|---|---|
| 6. Strategic Leadership | <ul style="list-style-type: none"> • Ability to articulate and develop the school's vision and Christian ethos • Evidence of having successfully translated a strong vision into reality at whole-school level • Ability to inspire and motivate staff, pupils, parents and governors to achieve the school's aims of the school and meet their high expectations • Evidence of successful strategies for implementing whole-school plans • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards challenging targets • Knowledge and experience of what constitutes quality in primary provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of and commitment to leading on the safeguarding of pupils and staff • Ability to build and maintain good relationships with a range of stakeholders | |
| 7. Teaching and Learning | <ul style="list-style-type: none"> • Knowledge and experience of successful teaching and learning strategies in order to meet the needs of all pupils at the school • A secure understanding of assessment strategies • Experience of effective monitoring / evaluation of, and intervention in, teaching and learning • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management • High quality teaching skills • Up to date knowledge of current external accountability frameworks | <ul style="list-style-type: none"> • Experience as a provider of professional development to other teachers |
| 8. Managing Staff | <ul style="list-style-type: none"> • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of working with governors/trustees to enable them to fulfil their responsibilities • Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues arising • Successful involvement in staff recruitment, appointment /induction | <ul style="list-style-type: none"> • Understanding of effective budget planning and resource deployment as enablers in terms of achieving educational priorities |

| <i>Category</i> | <i>Essential</i> | <i>Desirable</i> |
|-------------------------|---|---|
| 9. Accountability | <ul style="list-style-type: none"> • Ability to communicate school performance effectively, orally and in writing to a range of audiences • Ability to provide clear information and advice to staff and governors • Awareness of DfE performance measures applicable to the school • Experience of leading a school through an Ofsted/ISI inspection | <ul style="list-style-type: none"> • Experience of leading sessions to inform parents and carers on aspects of school performance • Experience of AAA inspections |
| 10. Personal Attributes | <ul style="list-style-type: none"> • Ability to diagnose and intervene wisely when solving problems • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively including in relation to the work of others • Empathy with pupils/parents • Excellent communication and negotiation skills • Excellent presentational skills • Stamina and resilience | <ul style="list-style-type: none"> • Ability to manage public relations effectively including high profile contexts |