

REEDINGS JUNIOR SCHOOL

Headteacher Recruitment Pack

Spring Term 2024



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WELCOME FROM THE CHAIR OF GOVERNORS

Dear Applicant,

Welcome to an exciting opportunity to join us at Reedings Junior School as our new Headteacher from April 2025. We are looking for an excellent communicator with a passion for learning and a track record of building and motivating teams, who can deliver a great learning experience for our children.

The vacancy has arisen as a result of our current Headteacher obtaining a position in larger school after four years of successful leadership.

Reedings is a vibrant, happy school located in the idyllic small town of Sawbridgeworth. It is a maintained school for children aged 7 to 11 years old, the majority of whom come from Fawbert and Barnard Infant School (F&B), a short walk away. The School is a welcoming and nurturing school with a strong sense of community. Everyone at Reedings works together in a stimulating environment to encourage, inspire and support every child to see and reach their full potential - helping to raise happy, resilient and independent children who have a life-long love of learning.

The School received an ungraded (section 8) Ofsted inspection in March 2024 and the evidence gathered suggested that the inspection grade might

have been outstanding if a graded (section 5) inspection were carried out. We believe that a key part of this success is the strong links and relationships that have been developed between staff, pupils, parents/ carers and the broader school community.

The successful candidate will have the drive, enthusiasm and relevant experience to move our school to the next stage of its development.

For further information about our school, please visit our website at [Reedings Junior School](https://www.reedingsjunior.school).

The closing date for applications is 10th January 2025. If you wish to discuss the role, please contact the Chair of Governors, Jamie Spring, at j.haslerspring@reedings.herts.sch.uk to arrange a time.

We would also encourage interested applicants to visit the School. Visits can be scheduled via the School Office at admin@reedings.herts.sch.uk to arrange a time.

Yours sincerely

Jamie Spring

Chair of Governors



SCHOOL STATISTICS



7-11 age range



245 pupils on roll



Rated Good by Ofsted in March 2024



Based in Sawbridgeworth, Hertfordshire.

6.9%

EAL

13.4%

SEND

7.3%

FSM

7.72%

Pupil
Premium



ABOUT OUR SCHOOL

Reedings School is a welcoming, over-subscribed two-form entry Junior School situated in the vibrant community of Sawbridgeworth, Hertfordshire. Nestled within picturesque grounds, the school is conveniently located a short walk from the town centre, mainline railway station, and local facilities, with excellent road connections to major routes. The spacious campus, complete with well-equipped play areas, offers children ample opportunities for outdoor learning, exploration, and enjoyment.

Built in 1966, the school features 8 spacious classrooms, a main hall, canteen, excellent computing facilities, and additional rooms for small group tuition. With spaces for 240 children, each year group is split into two mixed-ability classes of around 30 pupils, supported by experienced teachers, specialist staff for Music, French, and PE, as well as a dedicated Speech and Language Therapist and Counsellor.

At Reedings, our mission is to make every child's primary school experience meaningful and enjoyable, cultivating a true love of learning. We are committed to providing children with the tools and opportunities to expand their knowledge, develop vital skills, and gain a deeper understanding of the world. By the time they leave, our pupils are equipped with confidence, curiosity, and readiness for the next stage of their educational journey.

We are dedicated to delivering a rich and diverse curriculum that both excites and challenges our students. Throughout the year, we offer engaging activities designed to inspire curiosity, foster creativity, and encourage independence. These opportunities are shaped by our talented subject leaders, who ensure a stimulating learning experience both inside and outside the classroom, complemented by a range of exciting external events.

While we aim high academically, we believe that a child's emotional well-being and happiness come first. We know that children thrive when they feel safe, supported, and inspired, which is why we place such importance on creating a nurturing environment where every child can flourish.

Reedings takes pride in being an integral part of the Sawbridgeworth community, maintaining strong connections with local infant and secondary schools to ensure seamless transitions for our pupils as they advance through their education. Additionally, the school benefits from active parental involvement through a shared PTA with Fawbert & Barnard Infants School, fostering a spirit of collaboration and community that is central to our ethos.



OUR SCHOOL VISION

Aiming High Together

To be a community working together in a stimulating environment to encourage, inspire and support every child to see and reach their full potential - helping to raise happy, resilient and independent children who have a life-long love of learning.



BECOME THE LEADER REEDINGS NEEDS

- Provide visionary leadership with a clear and strategic vision for Reedings' future.
- Inspire staff, pupils, and the community while fostering trust and collaboration through effective communication.
- Create a nurturing environment that prioritises the well-being of staff and pupils.
- Bring senior leadership experience with a proven record of driving school improvement and raising pupil outcomes.
- Support and develop high-performing staff through team-building and professional growth opportunities.
- Strengthen partnerships with parents, governors, local schools, and the wider community.
- Ensure high academic standards through expertise in teaching and learning while delivering a creative and engaging curriculum.
- Effectively manage resources, balancing sustainability with educational priorities.
- Lead by example, promoting professionalism, inclusivity, and respect across the school.
- Build on the school's strong foundations to help pupils and staff thrive with confidence and enthusiasm for the future.



A SUPPORTIVE, COLLABORATIVE ENVIRONMENT

- Reedings is a school where your leadership can thrive and make a meaningful impact.
- Lead a dedicated and skilled team of staff who share your vision, alongside enthusiastic pupils eager to learn and a community of engaged parents and governors who value and support the school's direction.
- Inherit a well-led, thriving school with opportunities to build on its strong foundation and shape its future direction.
- Benefit from a culture that values well-being, inclusivity, and mutual respect, fostering positive relationships and trust within the school community.
- Opportunities for professional growth, supported by the HFL Education New to Headship programme and a professional mentor, will empower you to lead Reedings School into its next exciting chapter.



PERSON SPECIFICATION

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they meet the initial essential criteria under qualifications, knowledge and experience.

It is important to provide examples using the STAR acronym (situation, task, action, result) relating to the person specification criteria.

| | | Essential/ Desirable | Application form | Assessment stage |
|--|---|-------------------------|---------------------|---------------------|
| Qualifications, knowledge and experience: | Degree and qualified teacher status | E | ✓ | ✓ |
| | Experience of working with/ teaching in Early Years Foundation Stage and KS1 | D | ✓ | ✓ |
| | Experience of working with/ teaching in KS2 | E | ✓ | ✓ |
| | Recent successful leadership experience as a Headteacher, Deputy headteacher, Assistant headteacher or School Improvement Lead. | E | ✓ | ✓ |
| | Thorough understanding of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care. | E | ✓ | ✓ |
| | Experience of leading safeguarding in a school. | D | ✓ | |
| School culture: | 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 | ✓ | ✓ |
| | 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 | | ✓ |



| | | Essential/ Desirable | Application form | Assessment stage |
|--|---|-------------------------|---------------------|---------------------|
| Teaching, curriculum & assessment: | Clear understanding of the curriculum and how to ensure this can be effectively accessed by all. | E | | ✓ |
| | Reviews and monitors progress against agreed, measurable targets. | E | | ✓ |
| | Absolute commitment to inclusion and to ambitious expectations for all pupils including those with SEND and higher attainers. | E | ✓ | ✓ |
| | Knowledge and experience of working with children with SEND across the primary phase. | E | ✓ | ✓ |
| | Able to understand the needs of children with challenging behaviours and develop strategies to successfully manage this. | E | | ✓ |
| | Experience of deploying and managing staff to deliver effective outcomes. | E | | ✓ |
| Professional development: | Evidence of appropriate and recent professional career development for the role of headteacher. | D | ✓ | ✓ |
| | Has successfully undertaken approved safer recruitment training. | D | ✓ | ✓ |
| | Commitment to prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school. | E | ✓ | ✓ |
| | Successful track record of developing staff through effective performance management. | D | | ✓ |
| Organisational management/ continuous school improvement: | Have had active involvement in effective school self-evaluation and development planning. | D | ✓ | ✓ |
| | Have had responsibility for whole school policy development and implementation. | D | | ✓ |
| | Experience of leading change effectively and successfully. | 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 | | ✓ |



| | | Essential/ Desirable | Application form | Assessment stage |
|---|--|-------------------------|---------------------|---------------------|
| Working in partnership/ Governance & accountability: | Experience of working with stakeholders including governors, school improvement partners, other schools and organisations to improve outcomes for pupils. | D | ✓ | ✓ |
| | Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility. | E | | ✓ |
| | Experience of managing school finances effectively, understanding their contribution to school development and pupil outcomes. | D | | ✓ |
| | Able to assimilate and manage financial and other data to achieve sound decision-making. | E | | ✓ |
| Personal Qualities/ Ethics and professional conduct: | Passion for education, coupled with ability and enthusiasm to see every child fulfil their potential. | E | | ✓ |
| | Excellent communication skills, including 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 <u>Seven Principles of Public Life</u> at all times. | E | | ✓ |
| | Promotes fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance for individuals of different faiths and beliefs. | E | | ✓ |



JOB DESCRIPTION

The headteacher has overall responsibility for providing leadership to the school to secure its success and continuous improvement, ensuring high quality education for all its pupils and improved standards of teaching, and learning in line with statutory requirements.

To gain this success, the headteacher must:

- Demonstrate consistently high standards of principled and professional conduct both within and outside school.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Always serve in the best interests of the school's pupils.
- Establish high quality education by effectively managing teaching and learning to realise the potential of all pupils.
- Forge a compelling vision to guide the school to its next stage of development.
- Develop a strategy with our community and other schools to provide clear educational pathways for our pupils as they grow older.
- Ensure sustainable growth and financial security for the school.

Appointment is subject to the current conditions of employment of headteachers, contained in the School Teachers' Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.



SECTION 1: ETHICS & PROFESSIONAL CONDUCT

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

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

SELFLESSNESS, INTEGRITY, OBJECTIVITY, ACCOUNTABILITY, OPENNESS, HONESTY, LEADERSHIP.

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

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

As leaders of their school community and profession, headteachers:

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



SECTION 2: HEADTEACHERS' STANDARDS

Main purpose:

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment.
- Ensure a culture of high staff professionalism.

Teaching:

- Establish and sustain high-quality, expert teaching across all subjects and phases.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.

Curriculum & Assessment:

- Ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Behaviour:

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair, and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.



SECTION 2: HEADTEACHERS' STANDARDS

Additional SEN & Disabilities:

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers, and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties regarding the SEND code of practice.

Professional Development

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

Organisational Management:

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

Continuous School Improvement

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



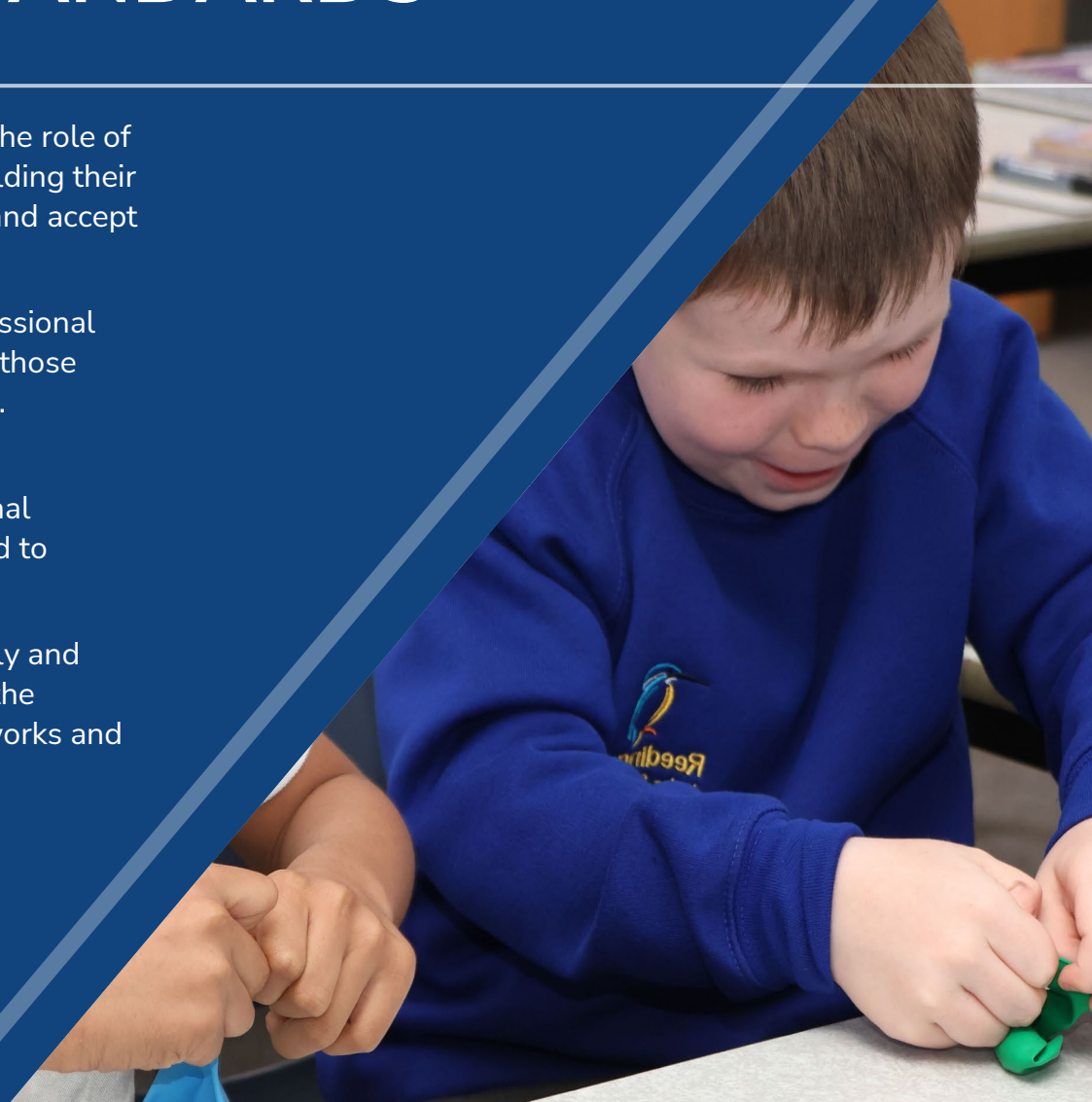
SECTION 2: HEADTEACHERS' STANDARDS

Working in Partnership:

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

Governance and Accountability:

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties





IMPORTANT INFORMATION

| | |
|-----------------------|--|
| Pay range: | L12 – L18 Fringe (£66,665 - £77,051) |
| Start date: | April 2025 |
| Closing date: | 10 th January 2025 @ 9am |
| Shortlisting date: | Friday 17 th January 2025 |
| Interview date: | Friday 24 th January 2025 |
| Visits to the school: | To make an appointment, please contact the school office on 01279 722578 or email us at admin@reedings.herts.sch.uk |
| School website: | www.reedings.herts.sch.uk |
| School address: | Bullfields, Sawbridgeworth, Hertfordshire. CM21 9DD |

Reedings Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check as well as other pre-appointment checks, including an online check, as outlined in Keeping Children Safe in Education (September 2024).

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



APPLICATION PROCESS

How to apply

This recruitment is managed by HFL Education, in line with the latest guidance on safer recruitment. Please apply on the Teach in Herts website, using the standard online application form. CVs will not be considered. Should you need support, please contact leadership.recruitment@hfleducation.org. Please ask us if you require information about this vacancy in an alternative format.

Application Form

Applicants must use the standard application form provided (CVs are not accepted). Please complete all aspects of the form fully. Include your full work history, explaining any gaps since leaving school education, and include any relevant training you have completed, particularly those in recent years which have helped to prepare you for headship.

Person Specification and Personal Statement

When writing your personal statement, it is important you address each of the requirements in the person specification. Be sure to evidence additional aspects such as training and qualifications together with your background and experience.

References

In line with safer recruitment guidance, we normally request references after shortlisting. Please make sure your referees are aware of your application and are able to provide a swift turn around if needed. Preferred referees are your last two employers, and you should provide their official organisation email address for us to contact. One referee will be your last Headteacher or Chair of Governors.





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