



*Achieving Excellence Together*

# Headteacher Recruitment Pack

## Spring Term 2025

# CONTENTS

Welcome from the chair of governors	3
Welcome from our Head Boy and Head Girl	4
Key facts & statistics	5
Our school history	6
About our Middle & Upper school	7-8
Our Values & Ethos	9
Our new Headteacher	10
What we can offer	11
Job description	12-15
Person specification	16-19
Important information	20
Application process	21



# WELCOME FROM THE CHAIR OF GOVERNORS

On behalf of the Governing Board of Barnwell Foundation School I am delighted to extend a warm welcome to the applicants for the substantive Headteacher position.

Barnwell is a unique school in that we operate over 2 sites, Middle Campus for 11-14-year-olds and an Upper Campus for 14 -16-year-olds which also encompasses a sixth form provision.

As a Governing Board we are very enthusiastic about our staff, students and wider school community and work very closely with the senior leadership team, supporting them to ensure that the strategic vision is realised. In collaboration with the Headteacher, we monitor the School Improvement Plan and ensure that appropriate challenge is part of our focus at meetings, as we continually strive to improve and enhance the learning environment for our students.

We are seeking to recruit a leader who is inspirational, who has good communication skills, who works collaboratively and who has compassion. Someone who is true to Barnwell's core values, who has creativity, a commitment to improving and enhancing the learning environment for students and someone who understands the ever-changing educational landscape.

Your extensive experience and dedication to education will help us to become the best School that we can be, and we look forward to meeting you during the interview process.

Yours sincerely,

*Jo Lawson*

Jo Lawson  
Chair of the Governing Body  
Barnwell School



# Welcome from our Sixth Form President

I have been a student at Barnwell since 2018, and I can honestly say that this school has changed my life. At the beginning of my Barnwell journey, I was incredibly shy, quiet and reserved, but after being at this school for seven years, I have grown so much as a person with the help and support of my teachers and peers.

Now in year 13, my confidence has soared, and I have found a community that accepts everyone with open arms. I have made so many incredible friends and valuable relationships here, which I will cherish for the rest of my life. Barnwell is not just a school - for many students it is a safe space they can rely on, a place where they can truly be themselves. Here, students are not just educated, they are also nurtured, prioritised and encouraged to be their best, most authentic self.

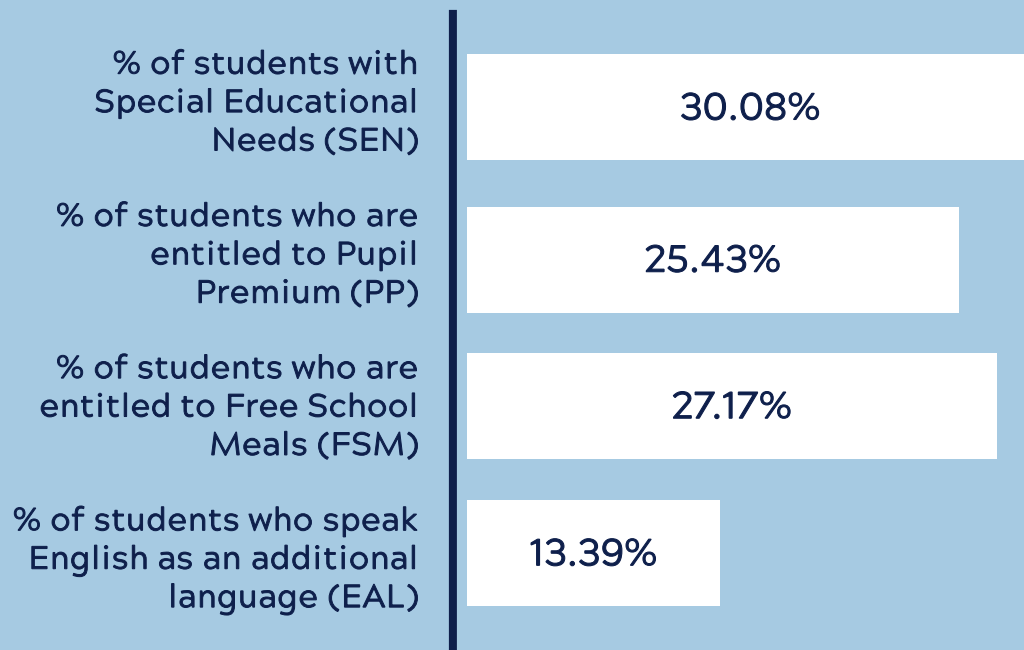
The teachers at Barnwell have provided my peers and I with a safe and comfortable space to learn, ensuring to be inclusive and welcoming to all students. My teachers have always pushed me to think outside the box and stretch my creative and academic boundaries in all my subjects and without fail, they have always helped me in whatever ways they could to achieve my goals. I know that I can go to any members of faculty if I have a problem, because each teacher at Barnwell is loyal to their students. Our members of staff will never give up on their children; they have and always will put their pupils' needs first.

All pathways and subjects are warmly welcomed at Barnwell, and our teachers aim to accommodate for each child's needs, desires and aspirations, no matter how big or small. I have been an art student at Barnwell since year seven, and I can proudly say that pupils are free to express themselves in all ways in their creative subjects, but students can also explore their curiosity in their academics. No matter what students choose to do with their futures, Barnwell will always make sure to help us make our dreams come true. Overall, our school provides each child with a well-rounded education, making sure that every young person has the chance to build on their hopes and ambitions during their time here. Nobody is discouraged from their futures, as every future at Barnwell is a bright one.

Barnwell will always hold a special place in my heart as the community that shaped me and gave me support throughout my educational career. I am in debt to the kindness, support and love I have been shown by this school and the teachers in it, and I'm sad to say that this year is my last year here. I owe my future to this wonderful community.

Kind regards,  
Paige Wilkinson

# KEY FACTS & STATISTICS



Rated “GOOD”  
in January 2022



1,322 students on roll



11 – 18 age range



Co-educational  
Secondary & sixth form



Located in **Stevenage,**  
**Hertfordshire**

# OUR SCHOOL HISTORY

Situated just off the A602, Barnwell School, established in 1959, serves the communities of South Stevenage and surrounding villages, drawing many students from further afield.

In September 2006, Barnwell expanded by integrating students from a nearby school in Special Measures, which had been closed by the Local Authority. This expansion resulted in Barnwell operating on two campuses: Barnwell West, the original site, and Barnwell East, less than a mile away, formerly Collenswood School. The school's unique dual-campus structure facilitated a division into a Middle and Upper School, with Years 7 to 9 on the West site and Years 10 to 13 on the East site.

In August 2012, Heathcote School, located 200 meters from Barnwell West, was closed, with its last intake in September 2008. Following Heathcote's closure, Barnwell received £4.6 million for major renovations on both the Heathcote and Barnwell West sites. These refurbishments included remodelling existing buildings at Heathcote to create facilities for Expressive and Performing Arts and constructing an 8-classroom teaching block.

By September 2013, students in Years 7-9 relocated to the newly renovated Heathcote site, renamed Barnwell Middle Campus, while the East site became Barnwell Upper Campus. After a year of further renovations, including the addition of a new Post 16 Centre, the Upper School moved back to the West site in September 2014, vacating the East site.

A footpath links the Middle and Upper Schools, enabling some Key Stage 4 and Post 16 lessons to take place on the Middle School campus. Older students use this path to move between sites. Additionally, Greenside Special School shares some of the Middle School's accommodation and teaching facilities.

Barnwell's Middle and Upper Schools are distinct, each offering extensive outdoor resources, large sports fields, access to a Leisure Centre, and tennis courts. The school's expansion has brought significant benefits, including:

- Capacity for a larger Sixth Form of over 200 students, housed in a new common room and study area.
- An increased range of GCSE options and one of the best selections of Key Stage 4 courses in the county.
- More clubs, activities, and extracurricular opportunities.
- A greater number of specialist teachers and enhanced expertise.
- An overhauled ICT infrastructure with a new virtualised system and wireless access across both campuses.

Both the Middle and Upper Schools are welcoming, dynamic, and forward-thinking communities, uniquely adapted to the ages they cater to, yet they both uphold the same high standards and expectations derived from Barnwell School's vision.

# ABOUT OUR MIDDLE SCHOOL

Barnwell Middle School is unique in Stevenage and North Hertfordshire, specialising exclusively in the education of 11-14-year-olds.

The Barnwell Middle School campus operates on a College system, with each student belonging to one of three Colleges for curriculum and tutorial development and support. This 'small school' approach fosters a close-knit learning community, with around 240 students in each College.

Our success is built on a solid foundation. As we embark on the next exciting phase of the school's development, our core principles remain steadfast. We aspire to become a centre of excellence, developing new courses and achieving outstanding results for all 11-14-year-olds, helping students excel as enthusiastic, respectful, and lifelong learners.

We understand the significant transition from primary school and work closely with local primary schools to ensure a smooth and successful move from Year 6. Our Head of Transitions invests considerable time visiting primary schools to get to know the younger children, ensuring they enjoy and benefit from their move to Barnwell.

We are a thriving community of children and adults dedicated to maximising each child's abilities in an engaging and supportive environment. Our staff are dedicated, enthusiastic, and work together as an exceptional team.



# ABOUT OUR UPPER SCHOOL

The Upper School years are a critically important and formative time for each student. Building on strong links with the Middle School at Key Stage 3, our main aim is to ensure that all students continue to achieve their academic potential and enjoy school life. This is supported by the rich extra-curricular provision, which helps students grow as individuals.

We are committed to providing diverse and exciting experiences for our students; and staff are generous with their time and expertise. An innovative and personalised curriculum meets the needs of all students.

The Upper School offers an academic curriculum of many different GCSE courses and A level courses, as well as a highly acclaimed vocational curriculum which is the envy of many schools. Our range of courses is much broader than would normally be possible in a traditional 11-18 school, and unlike many schools our students benefit from a high level of flexibility in terms of course combinations that they are able to study.

This means that our students can experience the widest possible range of learning and training opportunities. Highly effective and specialised supported personalised learning is available for students who need that little extra help with their studies. Many enrichment opportunities are offered in all subjects.

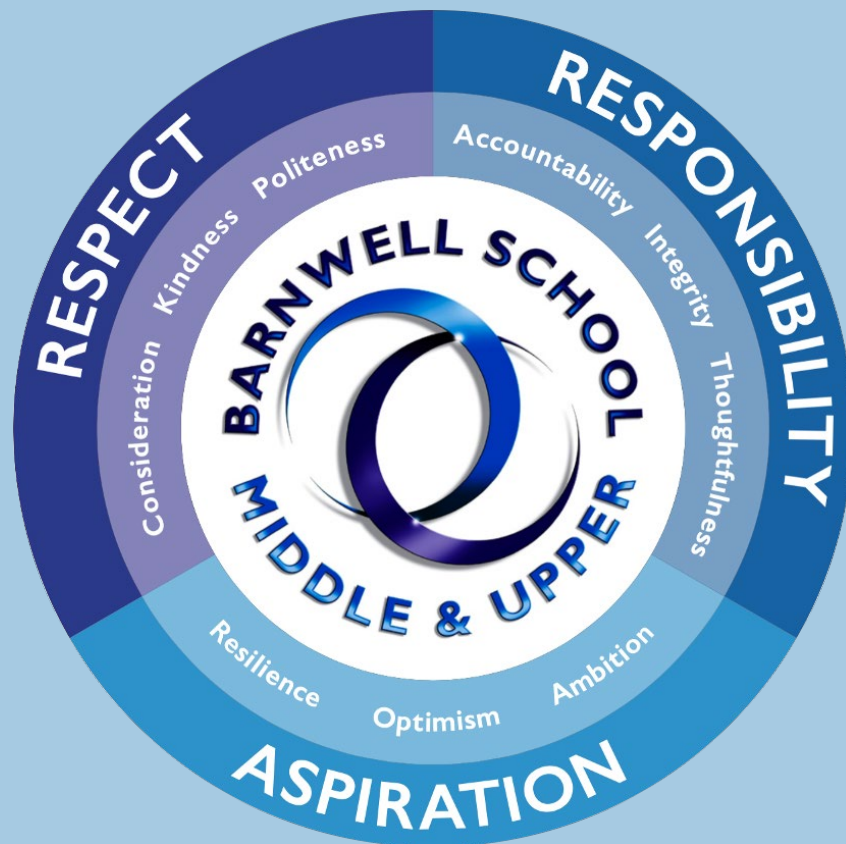
We encourage our students to have high expectations and aspirations in the pursuit of success. We strive for excellence in terms of exam results but also recognise that there is much more to life and to education than just results. New opportunities enhance many aspects of well-being. The school and its students have a responsibility to each other to try new things and broaden horizons. We have a wide range of extra-curricular activities in the areas of mathematics, English, science, technology, sport, performing arts, leadership and enterprise which help develop social interaction and life-long skills.

Every student is carefully steered towards academic success, personal development and individual achievement. We are committed to provide the best for all students, regardless of ability. We make learning stimulating, challenging and fun, creating a positive environment in which students want to achieve their best.

Our outstanding Sixth Form Centre provides a great opportunity for our students to extend their education through academic and vocational courses. This allows them to gain necessary skills and qualifications to further their education or seek employment. We encourage our students to fulfil their aspirations and make the most of the knowledge available to them. Our Sixth Form students also take advantage of exemplary support and guidance in order to excel. The Sixth Form Centre has a study block, social area, exclusive teaching rooms and an outstanding ICT suite



# OUR SCHOOL VALUES & ETHOS



# OUR NEW HEADTEACHER

We are seeking to appoint a Headteacher who will inspire the entire school community at Barnwell School. You should be an excellent communicator, a collaborative and compassionate leader, capable of working closely with colleagues and Governors to develop and implement a strategic vision that aligns with the ethos and values of our school.

We need a Headteacher who can guide us into the future, ensuring that we stay true to our core values while navigating the uncertainties and opportunities that lie ahead. Barnwell School is an inclusive school, and we seek a leader who is ambitious and passionate about providing the necessary support for each student and staff member to reach their full potential.

The ideal candidate will be an innovative educationalist with the confidence and experience to embrace a distributed leadership structure and build strong, respectful relationships with all stakeholders. At Barnwell, we value creativity, commitment, and a deep understanding of the educational landscape.





# WHAT WE CAN OFFER

- The opportunity to work with able and well-motivated young people.
- Dedicated, innovative and supportive colleagues.
- Excellent induction and CPD opportunities.
- Strong support for trainee teachers and ECTs.
- Structured professional review and pay progression framework.
- Onsite parking
- Additional benefits including Teachers' Pension scheme, childcare vouchers and cycle to work
- The chance for a leader to embrace this challenging and rewarding role to shape the future of Barnwell School.

# 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 students 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 students.
- 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 students as they grow older.
- Ensure sustainable growth and financial security for the school.

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

The post holder is expected to have regard to the [National Standards of Excellence for Headteachers](#) at all times, as detailed below.

# 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 always uphold and demonstrate the Seven Principles of Public Life:

## 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 always 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, students' vulnerability or might lead students to break the law.

### **As leaders of their school community and profession, headteachers:**

- Serve in the best interests of the school's students.
- 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 students experience a positive and enriching school life.
  - Uphold ambitious educational standards which prepare students 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 students 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 students' knowledge and understanding of the curriculum.

5

## ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable students 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 students, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties regarding the SEND code of practice.

4

## BEHAVIOUR

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

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 students 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.

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.

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 students.

# 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
<b>Qualifications, knowledge and experience:</b>	Degree and qualified teacher status	<b>E</b>	✓	
	Experience of teaching in/working with KS3, KS4 & KS5 students	<b>E</b>	✓	
	Recent and significant school leadership experience as a Headteacher or as a Deputy headteacher with experience across all areas of school leadership	<b>E</b>	✓	✓
	Thorough understanding of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care	<b>E</b>	✓	✓
<b>School culture:</b>	Demonstrates an awareness of the wider education context	<b>E</b>	✓	✓
	Ability to articulate a clear vision for the future and provide strategic direction for staff, students and the community	<b>E</b>	✓	✓
	Proven record of inspiring, enabling and motivating others, promoting positive and respectful relationships across the school	<b>E</b>		✓
	Ensures a culture of high professionalism, holding others to account	<b>E</b>		✓
	Upholds ambitious educational standards for all students	<b>E</b>		✓



# PERSON SPECIFICATION

		Essential/ Desirable	Application form	Assessment stage
<b>Teaching, curriculum &amp; assessment:</b>	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 students including those with SEND and higher attainers.	E	✓	✓
	Knowledge and experience of working with children with SEND across the secondary phases.	E	✓	✓
	Able to understand the needs of young people with challenging behaviours and develop successful management strategies.	E		✓
	Experience of deploying and managing staff to deliver effective outcomes.	E		✓
<b>Professional development:</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.	E		✓

# PERSON SPECIFICATION

		Essential/ Desirable	Application form	Assessment stage
<b>Organisational management/ continuous school improvement:</b>	Have had active involvement in effective school self-evaluation and development planning.	<b>E</b>	✓	✓
	Have had responsibility for whole school policy development and implementation.	<b>D</b>		✓
	Clear commitment to promoting health and safety and the wellbeing of students and staff.	<b>E</b>		✓
	Ability to review and analyse key data to develop evidence-informed strategies for school improvement.	<b>E</b>		✓
<b>Working in partnership/ Governance &amp; accountability:</b>	Experience of working effectively with stakeholders including governors, school improvement partners, other schools and organisations to improve outcomes for students.	<b>D</b>	✓	✓
	Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility.	<b>E</b>		✓
	Experience of managing school finances effectively, understanding their contribution to school development and student outcomes.	<b>D</b>		✓
	Able to assimilate and manage financial and other data to achieve sound financial decision-making.	<b>E</b>		✓

# PERSON SPECIFICATION

		Essential/ Desirable	Application form	Assessment stage
<b>Personal Qualities/ Ethics and professional conduct:</b>	Passion for education, coupled with ability and enthusiasm to see every child fulfil their potential.	<b>E</b>		✓
	Excellent communication skills, including written communication.	<b>E</b>	✓	✓
	Visible and approachable, empathetic and enjoys engaging and inspiring students and others.	<b>E</b>		✓
	Adaptable leadership style, 'hands on' when required, balanced with knowing when to delegate.	<b>E</b>		✓
	Capacity for sustained hard work with energy and enthusiasm.	<b>E</b>		✓
	Able to take a dynamic approach to the changing needs of the school population.	<b>E</b>		✓
	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.	<b>E</b>		✓
	Upholds fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.	<b>E</b>		✓

# IMPORTANT INFORMATION

Pay range:	L27 – L39 (£94,332 - £126,517)
Start date:	September 2025 or sooner
Closing date:	Friday 31 <sup>st</sup> January 2025 at 09:00am
Shortlisting date:	Monday, 10 <sup>th</sup> February 2025
Interview date:	Monday 24 <sup>th</sup> & Tuesday 25 <sup>th</sup> February 2025
Visits to the school:	To make an appointment, please contact Sarah Phillips, HR Manager at <a href="mailto:S.Phillips@barnwell.herts.sch.uk">S.Phillips@barnwell.herts.sch.uk</a> or call 01438 222500
School website:	<a href="http://www.barnwellschool.co.uk">www.barnwellschool.co.uk</a>
School address:	Barnwell School, Shephall Green, Stevenage SG2 9SW
Application:	Please apply on the Teach in Herts website, using the standard online application form.

*Barnwell 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).*

*Barnwell 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.*



# APPLICATION PROCESS

## How to apply

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](mailto:leadership.recruitment@hfleducation.org).

To demonstrate how you meet the specific needs of Barnwell School, we are asking all candidates to provide a cover letter including a detailed response to the following three questions.

- 1) How have you demonstrated commitment to inclusion and ambitious expectations for all students including those with SEND?
- 2) How you have prioritised the professional development of staff, including your own, in a previous leadership role?
- 3) How would you define and communicate a compelling vision for the school's future, and what strategies would you use to guide its implementation and monitor progress?

For each of the above questions, please provide specific concrete examples detailing what you did, how you communicated and how you know you were successful.

## 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.



# BARNWELL SCHOOL

Barnwell School, Shephall Green, Stevenage SG2 9SW  
01438 222 500 | [communication@barnwell.herts.sch.uk](mailto:communication@barnwell.herts.sch.uk)