



ICKNIELD INFANT AND NURSERY SCHOOL

Headteacher Recruitment Pack

Spring Term 2025



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WELCOME FROM THE CHAIR OF GOVERNORS

Dear Applicant

Thank you for your interest in the position of Headteacher at Icknield Infant and Nursery School. I am delighted that you see our school as a place where you can make a significant impact. We hope this candidate pack gives you a comprehensive introduction to our school.

After years of dedicated service, the current head is seeking a change, leading to this vacancy opening. This marks an exciting new chapter for Icknield Infant and Nursery School, and we are looking for an inspirational leader to guide our community through this change.

Situated in the heart of Letchworth Garden City, our school is a nurturing and inclusive environment that celebrates the ethos, "All different, all together, all Icknield." We provide education for children aged 3 to 7 years of age and are proud of our diverse community, where individuality is cherished, and every child feels valued. Our approach to learning is enriched with creative opportunities, from our Outdoor Play and Learning (OPAL) programme to a School Council that fosters responsibility and empowerment.

While our most recent Ofsted inspection (February 2023) judged the school as "Requires Improvement," we are making great strides in addressing key areas for development, with particular emphasis on improving phonics, mathematics, and writing outcomes.

The governing body is committed to supporting the new Headteacher to build on these foundations and achieve lasting progress.

In seeking a new Headteacher, we are looking for someone who embodies our ethos and has the vision and expertise to inspire excellence in teaching and learning. The ideal candidate will strengthen our partnerships with parents, carers, and the wider community and lead the delivery of our ambitious School Development Plan.

The closing date for applications is the 28th of January 2025. For further information about our school, please visit our website at www.icknieldinfants.herts.sch.uk. We encourage interested applicants to visit the school to experience our vibrant community firsthand. To arrange a visit or to discuss the role please, contact me directly at r.griffin@icknieldinfants.herts.sch.uk.

Thank you for considering Icknield Infant and Nursery School for the next step in your career. We look forward to meeting motivated candidates ready to take on this exciting challenge.

Yours sincerely
Richard Griffin
Chair of Governors

SCHOOL STATISTICS



03-07 age range



220 pupils on roll



Rated "required improvement"
in February 2023



Located in Letchworth,
Hertfordshire

13.6%

Of pupils speak English as
an additional language

30%

Of pupils are on the SEN
register

24.1%

Of pupils receive free
school meals

28.6%

Of pupils are eligible for
pupil premium

ABOUT OUR SCHOOL

Icknield Infant and Nursery School is a vibrant and inclusive learning community situated in the heart of Letchworth Garden City. We provide education for children aged 3 to 7 years, offering a safe and nurturing environment where every child is supported to thrive academically, socially, and emotionally.

Our motto, "All different, all together, all Icknield," celebrates diversity and individuality, the successful candidate will that understand the demographics of our school and take an empathetic and warm approach in what they do. Similarly, our ethos also champions a strong sense of belonging and inclusion. This underpins everything we do and links into our "Five Golden Values", creating a kind, respectful and happy learning environment for our pupils, families, and staff.

We deliver a broad and balanced curriculum designed to ignite curiosity and foster a lifelong love of learning. Through innovative teaching approaches and engaging activities, we ensure children develop vital skills in literacy, numeracy, and beyond. Outdoor play is central to our vision, with the nationally recognised OPAL programme providing purposeful outdoor learning experiences that support holistic development.

Our School Development Plan focuses on improving academic outcomes while prioritising children's mental health and emotional well-being. We are proud to nurture creativity, critical thinking, and a strong sense of community. At Icknield, we believe every child deserves the best possible start to their educational journey.



OUR MOTTO, ETHOS & VALUES



Our Motto

Our vision is to create a community where every child is encouraged to thrive, grow, and succeed in an inclusive and supportive environment. Rooted in the belief that

“All different, all together, all Icknield,”

we celebrate individuality while fostering a collective spirit of respect, collaboration, and shared purpose.



Our Ethos

In the Early Years at Icknield, we believe in providing children with a safe and stimulating environment where children can become confident learners. Characteristics of effective learning include:

Playing and exploring
Active learning
Creative and critical thinking



Our Values

We have Five Golden Values. At Icknield, we are:

Kind
Honest
Respectful
Safe
and never give up

OUR NEW HEADTEACHER

We are looking for a visionary and compassionate leader to join Icknield Infant and Nursery School as our new Headteacher. This is a unique opportunity to guide our school community into its next exciting chapter, building on a strong foundation of inclusivity, academic achievement, and a commitment to nurturing the whole child.

Our ideal Headteacher will:

- **Inspire Excellence:** Lead our dedicated team of educators, encouraging innovation and excellence in teaching and learning to ensure every child reaches their full potential.
- **Foster Community:** Strengthen partnerships with parents, carers, and the wider community to create a school environment that is welcoming, supportive, and vibrant.
- **Champion Diversity:** Uphold our motto, “All different, all together, all Icknield,” celebrating diversity and ensuring that all children feel valued and included.
- **Drive Strategic Goals:** Lead the delivery of our School Development Plan, focusing on academic success, wellbeing, and preparing our pupils for their futures.
- **Model Leadership:** Embody the values of empathy, resilience, and collaboration, serving as an inspiring role model for staff and students alike.

As the leader of our school, you will have the opportunity to make a lasting impact, shaping the experiences and futures of the children in our care. This is more than a job; it is a chance to lead a community committed to learning, play, and growth.

Join us at Icknield Infant and Nursery School, where we believe every child deserves the very best start in life.



WHAT WE CAN OFFER

At Icknield Infant and Nursery School, we are committed to supporting our Headteacher in meeting the high expectations set out in the **National Standards of Excellence for Headteachers (2020)**. We aim to provide an environment where you can lead effectively, grow professionally, and inspire our school community.

Professional Development and Growth

We prioritise your ongoing professional learning, offering tailored CPD, leadership coaching, and opportunities to engage with national and local education networks. These resources will enable you to deepen your expertise, drive school improvement, and innovate confidently in your role.

Supportive Environment

You will work with a team of skilled and enthusiastic staff who share a commitment to excellence, alongside a governing body that values collaboration and shared vision. Our parent and carer community is equally supportive, creating a dynamic partnership that benefits the whole school.

Wellbeing and Resources

Your wellbeing matters to us. We provide a positive, inclusive workplace culture with access to wellbeing initiatives and resources to support your role. Our school is well-equipped with excellent facilities, allowing you to implement your vision and lead effectively.

At Icknield, we offer the foundation and freedom to lead, inspire, and achieve lasting success for our children, staff, and wider community.



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/ KS1/ 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.	E	✓	✓
	Has successfully undertaken approved safer recruitment training.	D	✓	✓
	Commitment to prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school.	E	✓	✓
	Successful track record of developing staff through effective performance management.	D	✓	✓
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.	E		✓
	Clear commitment to promoting health and safety and the wellbeing of children and staff.	E		✓
	Ability to review and analyse key data to develop evidence-informed strategies for school improvement.	E		✓

		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 financial 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		✓
	Upholds fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.	E		✓

JOB DESCRIPTION

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

To gain this success, the headteacher must:

- Demonstrate consistently high standards of principled and professional conduct both within and outside school.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Always serve in the best interests of the school's pupils.
- Establish high quality education by effectively managing teaching and learning to realise the potential of all 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

1. SCHOOL CULTURE

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

2. TEACHING

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

3. CURRICULUM & ASSESSMENT

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

4. BEHAVIOUR

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

SECTION 2: HEADTEACHERS' STANDARDS

5. 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.

6. PROFESSIONAL DEVELOPMENT

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

7. ORGANISATIONAL MANAGEMENT

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

8. CONTINUOUS SCHOOL IMPROVEMENT

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

SECTION 2: HEADTEACHERS' STANDARDS

9. WORKING IN PARTNERSHIP

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

10. GOVERNANCE & 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 (£65,286-£74,926)
Start date:	September 2025
Closing date:	28 th January 2025
Shortlisting date:	3 rd February 2025
Interview date:	11 th February 2025
Visits to the school:	To make an appointment, please email the school office at admin@icknielinfants.herts.sch.uk .
School website:	www.icknielinfants.herts.sch.uk
School address:	Ickniel Infant & Nursery School, Archers Way, Letchworth Garden City, Hertfordshire, SG6 4UN

Ickniel 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).

To help us meet our high standards and aspirations of a fully diverse and inclusive workplace, we strongly encourage suitably qualified applicants from all backgrounds to apply and to join us.

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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