



# Headteacher Recruitment Pack

## *Houghton Regis Primary School*

### *September 2019*

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*“Where everyone matters and every day counts”*



## Letter from the Governors

Dear Prospective Applicant

An exciting opportunity has arisen to appoint a new Headteacher and on behalf of the Governors at Houghton Regis Primary School, I would like to thank you for your interest in the post of Headteacher. We are delighted to send you the recruitment pack.

Our school is a warm, welcoming and friendly school. Our children come from a wide range of ethnic and cultural backgrounds and the school prides itself on its inclusive ethos and celebrates its diversity. A reoccurring message from the many audits, inspections and visitors that the school receives is the recognition of the excellent behaviour of our pupils and their desire to learn. This desire has led to the best set of exam results in 2019 that our school has achieved, outperforming the national average in many key areas.

Having superb pupils is one half of the equation, the successful candidate will be leading a fully staffed dedicated team whose effort, commitment and professionalism ensure that each and every one of our children are receiving the best education possible, in a nurturing, joyful, inspiring and safe environment. As a school we pride ourselves on the wonderfully imaginative and zestful ways in which our children are taught, whether it be through the Forest School, learning Science through Forensic Days and the superb cultural week. None of this is possible without the incredible effort from every person who works at Houghton Regis Primary School.

In May 2019, Houghton Regis Primary School had a very positive OFSTED inspection and were found to be good in all areas and we are keen to build on these results. The governors are seeking to appoint and work in partnership with a Headteacher, who will continue to build on the current good practice and bring new initiatives to drive the school forward to become an outstanding school.

We are looking for a dynamic individual who is an inspiring, approachable, compassionate and supportive leader with a passion for learning in all areas and a love of working with children. A leader who will build upon the great foundations at Houghton Regis Primary, and deliver our school vision of ensuring every pupil acquires the skills, knowledge and values, to achieve their maximum potential in a caring, nurturing, challenging and inspiring environment.

*“Governors are clear about their ambition for the school, which has high outcomes for pupils at its heart.”*

*OFSTED May 2019*

*“Where everyone matters and every day counts”*

If you are interested in this role please contact Rajneet Parmar, Deputy Head, at the school on 01582 867487 or [office@houghtonregisprimary.co.uk](mailto:office@houghtonregisprimary.co.uk) to make an appointment for an informal visit. We look forward to hearing from you and receiving your application by 29<sup>th</sup> September 2019

Yours faithfully

Jackie Mew  
Chair, HRPS Governing Board

*“Governors hold the  
headteacher to  
account for the  
school’s performance”  
OFSTED May 2019*

*“Where everyone matters and every day counts”*

## Key Facts about Houghton Regis Primary School

Key School Information	
Type of School	Primary
Age Range	3 - 11
Location	Houghton Regis, Bedfordshire
Budget Position	On budget
Number of children on roll	298
Attendance (July 2019)	95.6%
% of children with SEN	21%
% of children on EHC	<1%
% of children in receipt of Pupil Premium	13%
% of children with EAL	21%
2018 -19 KS2 results (Achieved expected standard +)	Reading: 79% Writing: 79% Maths: 79% Combined: 69%
Last OFSTED Inspection	May 2019 (Good)
Last OFSTED report	<a href="https://files.api.ofsted.gov.uk/v1/file/50082434">https://files.api.ofsted.gov.uk/v1/file/50082434</a>
School website	<a href="http://www.houghtonregisprimary.co.uk/">http://www.houghtonregisprimary.co.uk/</a>

*“Pupils’ good behaviour creates a friendly and calm atmosphere where they can learn well.”*  
OFSTED May 2019

*“Where everyone matters and every day counts”*

## Job Description

Job Title: Headteacher

Hours: Full-time

Contract: Permanent

Grade: 2HT8 - 2HT14

Reporting to: The Governing Board of the school

Responsible for: The teaching and support staff of the school and its children

## Main purpose

The Headteacher will be expected to:

1. Formulate the aims and objectives of the school and provide overall strategic leadership with the Governing Board
2. Establish policies for achieving these aims and objectives
3. Manage staff and resources to that end
4. Monitor progress towards the achievement of the school's aims and objectives
5. Lead by example and model best practice regarding professional conduct, workload and personal development
6. Be a role model for all in our community

This job description should be read in conjunction with the National Conditions of Employment for Headteachers 2015.

## Specific Responsibilities

### Qualities and knowledge

1. Lead by example - holding and articulating clear values and moral purpose, focused on providing a excellent education for all pupils.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils, staff, Governors, parents and members of the local community.
3. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
4. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, translating local and national policy into the school's context.

*“Leaders ensure that pupils benefit from a broad and balanced curriculum covering a wide range of subjects.” OFSTED May 2019*

*“Where everyone matters and every day counts”*



5. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.
6. Seek training and continuing professional development, to meet own needs.

### Pupils and staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

### Systems and process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand their role and deliver its functions effectively. In particular, to set school strategy and to hold the headteacher to account for pupil, staff and financial performance
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision-making.

*"Pupils feel safe and happy in school and have a deep trust in school staff to help them when necessary"*  
OFSTED May 2019

*"Where everyone matters and every day counts"*

### The self-improving school system

1. Create outward-facing schools, which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
  - a. Safeguarding - Responsible for promoting the welfare of all children and young people
  - b. Customer Care - To continually review, develop and improve systems, processes and services in support of the School's pursuit of excellence in service delivery. To recognise the value of its people as a resource.
  - c. Promoting equality and diversity - To accept everyone has a right to his or her distinct identity. To treat everyone with dignity and respect and to ensure that what our customers tell us is valued by reporting it back into the organisation. To promote and participate in the council's work to eliminate discrimination; advance equality of opportunity; and foster good relations between our diverse communities.
  - d. Developing Self and Others - To use processes and put processes in place to generate a learning environment. To focus on the strengths and requirements of all individuals and enable them to further their skills and knowledge. To actively pursue your own development. To be self-aware and role model continuous self-development.
  - e. Safer Recruitment - The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

*“The school uses pupil premium funding effectively to ensure that disadvantaged pupils make good progress.” OFSTED May 2019*

*“Where everyone matters and every day counts”*

## Person Specification

Selection decisions will be based on the minimum essential criteria outlined below which are aligned to the 2015 National Standards for Headteachers. At each stage of the process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing your application paperwork, you should ensure that you address each of the selection criteria through reference to work or other relevant experience.

(Source key: A = Application; I = Interview; R = References; C = Certificates)

Professional experience	Source
Headship, deputy headship or assistant headship experience. Demonstrate extensive teaching experience within the primary age range, including early years.	A; I; R
Demonstrate curriculum planning and implementation.	A; I
Successfully planned, implemented and evaluated whole school improvement projects.	A; I
Demonstrate knowledge and understanding of the new National Curriculum.	A; I
Demonstrate how to use data to drive improvements in pupil progress.	A; I
Effective involvement with parents, carers and governors.	A; I

Leading teaching and learning	Source
Demonstrate a drive to instil an expectation of high standards and good progress in all pupils.	A; I
Review, develop and manage the curriculum for the whole of the primary age range, including early years.	A; I
A track record of enabling teachers to secure consistently good and outstanding quality teaching for all pupils.	A; I
Willing to challenge average and below average performance through monitoring, evaluation and target setting and appraisal.	A; I; R
Encourage and implement an inclusive caring and respectful learning environment.	A; I
Understand the importance of using the pupil premium grant to enhance the learning of its target cohort.	A; I
Create a climate that promotes and values achievement for all.	A; I

*“The spiritual, moral, social and cultural aspects of the curriculum are well developed by leaders.” OFSTED May 2019*

*“Where everyone matters and every day counts”*



*“Teachers and teaching assistants share a strong sense of corporate responsibility for the progress that pupils make.” OFSTED May 2019*

<b>Successful staff development</b>	<b>Source</b>
Conversant with the appraisal process and understand the requirements for teachers to achieve career stage expectations.	A; I
Raise expectations through the demand of high standards of performance.	A; I
Plan effectively leading to clear delegation of tasks and devolution of responsibilities.	A; I
Ensure staff and inset training is linked to the School Development Plan and monitor the impact of training in raising standards and the quality of teaching.	A; I
Ensure workloads are manageable and outcomes are achievable.	A; I
Communicate effectively and appropriately to a wide range of stakeholders.	A; I
<b>Managing the organisation</b>	<b>Source</b>
Establish and sustain appropriate organisational structures and systems.	A; I
Manage the school efficiently and effectively on a day-to-day basis.	A; I
Focused and determined in leading the school to become outstanding in standards, teaching, pupil progress, behaviour, safety, leadership and management.	A; I
Identify strengths and weaknesses in the school and produce an action plan to respond to findings.	A; I
Prioritise issues for school improvement and actively monitor as well as evaluate progress against the action plan.	A; I
Demonstrate robust financial and resource management skills.	A; I
Demonstrate a commitment to work with governors to enable them to meet their responsibilities.	A; I
<b>Safeguarding</b>	<b>Source</b>
Display a commitment to the protection and safeguarding of children and young people.	A; I
Have up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people.	A; I
Co-operate and work with the relevant agencies to protect children.	A; I
Committed to establishing and sustaining a safe learning environment.	A; I

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<b>Educational qualifications and training</b>	<b>Source</b>
Qualified teacher status.	A; C
Evidence of recent and relevant continuing professional development.	A; C
<b>Promoting Equality and Diversity</b>	<b>Source</b>
Understand how knowledge of our diverse communities can help us to deliver effective services and reduce disadvantages	A; I
Listen to contributions made to service development without prejudice.	A; I
Challenge behaviours and processes which do not support the council's work to eliminate discrimination; advance equality of opportunity; and foster good relations, while being prepared to accept feedback about own behaviour.	A; I
<b>Customer Care</b>	<b>Source</b>
Listen and respond to children/young people needs, seek out innovative ways of consulting and engaging them.	A; I
Network with others to develop services for the benefit of the children/young people.	A; I
<b>Developing Self and Others</b>	<b>Source</b>
Coach and mentor others.	A; I
Be willing to share learning and encourage others to do the same.	A; I
Listen to others and respond to their needs.	A; I
Apply a range of development activities to develop and train staff.	A; I
Strive for improvement and take responsibility for own development.	A; I
Be self-confident and lead by example.	A; I; R

*“Children make good progress in Nursery and Reception because the curriculum is well managed.” OFSTED May 2019*

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## Selection Process

### Safeguarding

Houghton Regis Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) check. Reference checks will be performed prior to shortlisting.

### School Visits

We encourage all applicants to make a school visit, which can be arranged by contacting Rajneet Parmar, Deputy Head, on 01582 867487 or [office@houghtonregisprimary.co.uk](mailto:office@houghtonregisprimary.co.uk).

### Applications

Please complete the application form and submit to [office@houghtonregisprimary.co.uk](mailto:office@houghtonregisprimary.co.uk)

### Closing Date

Applications should be submitted by 23.59 on the 29<sup>th</sup> September 2019.

### Interviews

These will take place over two days on the 15<sup>th</sup> and 16<sup>th</sup> October 2019. Shortlisted candidates will be advised on the range of tasks and activities that will make up the selection process. Please confirm your availability to attend both days.

### Appointment timescales

It is anticipated that our new Headteacher will take up the post by January 2020, depending on their notice period.

### Contact Information

If you have any queries, please contact Rajneet Parmar on 01582 867487 of [office@houghtonregisprimary.co.uk](mailto:office@houghtonregisprimary.co.uk)

*“This is a good school.” OFSTED May 2019*

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