



# Fairfield Park Lower School

Headteacher recruitment pack



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# WELCOME FROM THE CHAIR OF GOVERNORS

Dear Applicant,

Thank you for your interest in the Headteacher role at Fairfield Park Lower School. I hope you find this information pack a useful introduction to our school. I have been a governor at the school since June 2006 and worked with the headteacher during that time mainly as Chair of the Governing Board.

The vacancy has arisen because of the retirement of our current Headteacher after nearly 20 years of outstanding leadership.

Fairfield Park Lower opened as a brand new one form entry school in 2007 on a new housing development of 900 dwellings. It was doubled in size to a two-form entry school in 2013 due to demand for places from the local community. A second site was later added with capacity for two forms of entry. We are one school split over two sites within walking distance. We aim for parity and consistency. Children enjoy excellent facilities and a well-maintained, high quality learning environment.

The Governors are proud to be part of an 'exceptional' oversubscribed school. We believe that a key part of this success is continuous improvement and ambition to make the best possible provision for all our children.

In recruiting a new Headteacher we are seeking someone who can share our vision and ethos. We are seeking a Headteacher with the enthusiasm, drive and energy to continue to move our school forward and face the many challenges in a changing education landscape. The successful candidate will have the enthusiasm and relevant experience to move our school to the next stage of its development.

The closing date for applications is Thursday 12<sup>th</sup> March at 12noon. For further information about our school, please visit our website at [www.fairfield.beds.sch.uk](http://www.fairfield.beds.sch.uk)

To discuss the role, please contact me via the School Business Manager to arrange a time.

We would encourage interested applicants to visit the school. Please contact Kathy Burgess School Business Manager 01462 830000 to arrange a mutually convenient date and time and an opportunity to meet the retiring headteacher.

Thank you for your interest in Fairfield Park Lower School. My colleagues and I look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge. We wish you the best with your application and look forward to meeting you.

Sue Howley MBE,  
Chair of Governors

# ABOUT OUR SCHOOL

Fairfield Park Lower School is a thriving, nurturing community where every child is supported to flourish. Rated Good by Ofsted in July 2024, the school is known for its strong pastoral ethos and the warm, respectful relationships that underpin daily life. We care deeply about the wellbeing of pupils, staff and families, and this sense of belonging sits at the heart of our identity. Our engaged parent community, dedicated PTA and active volunteers all contribute to the inclusive, welcoming culture that defines Fairfield Park.

Since opening in 2007, the school has grown and evolved significantly. Originally a one-form entry school, Fairfield Park expanded to two-form entry and, in 2018, opened a second site at Ruskin Drive. Together, our Dickens Boulevard and Ruskin Drive campuses offer excellent facilities, extensive outdoor space and modern learning environments, including our Learning Streets and high-quality displays that celebrate achievement. With three-form entry and provision from Nursery to Year 4, the school now has 15 classes, two nursery settings and remains consistently oversubscribed.

Our staff team has developed alongside the school's growth, with stability and professional development playing a key role in our success. We are committed to coaching, reflective practice and high-quality CPD, supporting colleagues to be confident, skilled practitioners. Staff wellbeing is built into our systems and annual calendar, as we believe that happy, motivated adults create the conditions for enthusiastic, successful learners. Our school is well-established and well-organised, with clear roles, responsibilities and year-round planning embedded. Staff speak highly of the supportive environment, collaborative ethos and consistent systems that allow excellent teaching and learning to flourish.

A distinctive feature of Fairfield Park is our bespoke curriculum, carefully crafted to meet the needs of our community and to inspire curiosity, independence and a love of learning. Three "Golden Threads" - Diversity, the Environment and the Arts - run through all curriculum areas, enriching pupils' academic, social and cultural development. Project weeks, enquiry-based learning and meaningful enrichment opportunities further strengthen this approach.

We set high expectations and encourage children to challenge themselves, think creatively and contribute positively to school life. Fairfield Park continues to grow, adapt and innovate while remaining firmly rooted in the values that make our school a special place to learn.



# KEY FACTS & STATISTICS

Type of school:

**Community school**

Age range:

**3-9 Yrs  
Nursery – Year 4**



Number  
on roll:  
**479**



Location:  
**Fairfield,  
Central Beds**



July 2024

Headteacher's letter - Performance and Standards/Ofsted

Quality of education	Good
Behaviour & attitudes	Outstanding
Personal development	Outstanding
Leadership & management	Good
Early years provision	Good

EAL  
4.6%

SEND  
22.8%

FSM  
8%

Pupil  
Premium  
9.6%

# VISION AND VALUES

“

Fairfield Park Lower School is a safe, inclusive community where every child is valued and inspired to achieve their best.

We celebrate diversity, nurture curiosity and confidence, and believe in a true two-way partnership with families and our wider community - growing, learning, and succeeding together.

”



# THE ROOTS OF OUR SCHOOL

Our badge represents a tree with lots of hands, a tree of life for **all** the people in our community - adults and children.

- A tree represents strength, it is rooted to the ground, and it is solid and built to last; many of the trees around the new school have been saved and protected, showing us that with new technology goes the respect for the past and the future.
- The roots and branches represent that learning starts, as we are young and grows and blossoms out as we grow. With strong roots we build the blocks of learning and values for the future.
- Palms of the open hands represent that all through our life we need to be open to learning and open to other people that we meet, through a strong sense of **values**, respect and tolerance.
- Hands represent active learning, enquiry learning, healthy living and fun learning - an education that is built on high expectations and high standards.
- The knowledge of learning and the ethos of values is one that lasts a lifetime - like the strength of the tree.



“ Lots of hands represent that there are lots of people in our community and we all need to work and cooperate together to make it a happy and respectful environment. ”

# OUR CURRICULUM

Fairfield’s curriculum is uniquely shaped by three Golden Threads - ***Diversity, the Environment and the Arts*** - which run through every topic and learning experience.

Our bespoke approach blends enquiry-led learning, values education and child-initiated opportunities to create a curriculum that is inclusive, engaging and rooted in our community.

Each topic begins with a WOW day to ignite curiosity and provide hands-on, memorable experiences. A wide range of enrichment activities, project weeks and community connections further deepen learning and broaden pupils’ horizons.

Together, these elements create a rich, meaningful curriculum that nurtures confident, creative and compassionate learners.

[Website link - Curriculum](#)



# OUR NEW HEADTEACHER

We are seeking an exceptional leader who will:

- **Embrace our ethos, champion our values and guide the school confidently through its next chapter.**
- **Play a pivotal role in shaping the strategic direction of a growing school** that operates across two sites with a committed team and a strong foundation of effective systems.
- **Bring extensive experience at senior leadership level** combined with a deep understanding of Early Years and its crucial role in shaping a child's educational journey.
- **Be someone who can balance vision with detail**, strategy with empathy, and challenge with compassion.
- **Maintain cohesion and communication across both sites.** Supported by your SLT Team and Governing Board, you will nurture morale, support staff wellbeing and role-model values-driven leadership.
- **Be calm, approachable and emotionally intelligent**, you will build trusting relationships with children, staff, parents and the wider community.
- **Bring resilience and clarity of thought**, comfortable navigating financial pressures, SEND challenges and wider sector demands.
- **Understand school organisation at a system level**, with strong analytical skills and an appreciation of how IT can enhance learning and operations.
- **Be trauma-informed, relational and rooted in kindness.**
- **Understand that children thrive in environments where they feel safe**, valued and heard, and you will model this philosophy in every interaction.
- **Be ambitious for our school** - passionate about continuous improvement, courageous in decision-making, and committed to helping us achieve outstanding outcomes for every child.



# WHAT WE CAN OFFER

Joining our school as headteacher means becoming part of a community that values warmth, collaboration and professional integrity. We offer a supportive environment in which leaders thrive, innovate and make a lasting impact.

You will be welcomed into a stable, well-organised school with strong systems and a highly committed staff team. Our culture is one where everyone is encouraged to learn, reflect and grow, and where the emotional wellbeing of staff is seen as fundamental to great leadership and great teaching.

The governing body is proactive, supportive and ambitious for the school. They are committed to working closely with the new Headteacher, providing appropriate challenge and backing strategic decisions that strengthen provision across both sites.

We offer:

- A strong, embedded ethos rooted in kindness and relational practice
- A dedicated, knowledgeable staff team with a passion for continuous improvement
- Children who are enthusiastic, articulate and a joy to work with
- Opportunities to shape the growth of the school as it expands
- Space to innovate with curriculum design, leadership development and strategic planning
- A governing body ready to support future-focused plans
- A culture where staff wellbeing is genuinely prioritised
- A community that values partnership, transparency and honest communication
- This is a Headship where you can make a meaningful difference - while being supported to flourish professionally and personally



# LETTER FROM THE HEADTEACHER

Dear Applicant,

I am delighted to invite you to apply for the position of Headteacher at Fairfield Park Lower School, a vibrant 2-site school that embodies a 'one school' ethos and approach. Our commitment to parity and consistency across both sites is a cornerstone of our educational philosophy.

We pride ourselves on our excellent and well-maintained facilities, alongside resources that are cherished by both pupils and staff. At FPLS, children are at the heart of everything we do, a principle that has guided the school's ethos for the past 20 years.

Our school has an outstanding reputation within the local community, and we are an ambitious institution that continually strives for excellence. Our self-evaluative staff regularly bring innovative ideas to the forefront, leading in their classrooms and as subject and middle leaders. Our School Improvement Advisor frequently highlights our commitment to continuous improvement and how we embrace exciting initiatives that make learning memorable, stimulating, and engaging for our pupils.

Active learning is our motto, and we place a strong emphasis on high pupil engagement, ensuring that quality first teaching is accessible to all. Our Early Years provision in Nursery and Reception is crucial for establishing foundational knowledge and positive attitudes to learning, which seamlessly transitions into Year 1 and beyond. Our school curriculum is bespoke and unique valuing each and every child; it caters for the diverse needs of pupils and ensures that every child feels included and supported in their learning journey, through ordinarily available provision and inclusion.

We have robust systems and processes in place, underpinned by a distributed leadership model that supports continuous professional development at all levels. Communication is key, and we ensure that all staff are skilled, competent, and content in their roles. The wellbeing of our staff is paramount; everyone is listened to, valued, and cared for.

Our behaviour policy is essential reading for anyone joining our school. It is grounded in evidence-based research, and our staff are trained in a relationship-based behavioural model. We actively discuss behaviour with our pupils, integrating Values Education that fosters trust, respect, responsibility, and kindness, encouraging our pupils to become exemplary citizens.

Since January 2007, it has been a privilege to contribute to building this school from the ground up, transforming a field into a thriving educational community. This journey has provided immense personal and professional fulfilment, and I am deeply proud of the achievements we have made together with governors, staff, parents, and pupils.

Our school is a place where there is a commitment to developing teachers into the best versions of themselves, enhancing life chances for all pupils by prioritising their educational and holistic journey and fostering a rich and creative curriculum that creates lasting memories for our pupils. These are all solid foundations for an exciting future of the school.

I am sincerely grateful to have been part of such a special school community, supported by an active PTA, and I am confident that the school will continue to flourish under new leadership.

Wishing you all the very best in your application, as you will have a wonderful team behind you!

Warm regards,

Jenny Stone, Headteacher

# JOB DESCRIPTION

## General Duties

- Be a strategic leader who provides vision and outstanding leadership for the 2-site school to serve both local communities.
- Being visible and available to parents and pupils on both sites and managing this movement in the working schedule of the day – assemblies, parent meetings, morning welcomes, parent consultations, performances, parent surgeries, learning walks being in classes across 2 sites.
- Be accountable for the performance of the 2 sites, in terms of pupil outcomes and Ofsted inspections.
- Delegate responsibilities as appropriate across 2 sites.
- Be responsible for the leadership, internal organisation, management and control of the 2-site school and be available for consultation as appropriate on both sites for staff and parents
- Build a collaborative learning culture across the 2-site school to ensure pupils reach their full potential.
- Promote and safeguard the welfare of pupils and ensure that staff understand their responsibility to protect children, in line with 'Keeping children safe in education' 2026 and 'Working together to safeguard children' 2023.

## Educational Leadership and Management

- Ensure the 'National standards of excellence for headteachers' are visible and embedded across the 2 sites.
- Develop a shared expectation of outstanding teaching and learning, with opportunities for shared learning and CPD.
- Ensure there is a robust SDP in place and that there is consistency in delivery and standards across both school sites, with 2 teams.
- Develop and implement an aspirational culture of learning for all – ensure there are effective systems for monitoring progress and intervention procedures are clear across 2 sites.
- Set high educational standards – ensure staff understand this expectation and that effective support measures are in place to help staff achieve this aim.
- Monitor progress against targets for pupil achievement and make suggestions to improve teaching and learning practices accordingly.
- Ensure there is an effective behaviour management system in place across both sites even though communities and catchment needs may vary. Assess need and resource accordingly, as needs might be different re pupil profiles.
- Monitor pupil attendance, exclusions and behaviour across both sites and use this data when reviewing behaviour practices.
- Monitor school leaders' performance and conduct reviews of performance – offer support and training as appropriate/ensure consistency across 2 sites
- Ensure there is a 2-site school-wide focus on pupil achievements, using data and benchmarks to monitor this.
- Ensure the 2-site school is responsive to the needs of pupils, listen to pupil voice surveys and suggest adjustments to improve teaching strategies accordingly.
- Implement a diverse, broad and balanced curriculum in collaboration with the schools' governing board and school community, ensure consistency across 2 sites and for the differing needs of pupils on each site.
- Challenge underperformance at all levels across 2 sites and ensure effective intervention strategies are in place to maintain a high standard of teaching, offering training as appropriate.
- Ensure a culture that supports and facilitates pupil engagement in, and ownership of, their own learning.

# JOB DESCRIPTION

## Strategic leadership and management

- Define and deliver the vision and strategic plan of the 2-site school, as agreed with the governing board.
- Embed collaboration and find and offer opportunities for the school to share expertise and advice.
- Increase the prestige of the school by marketing the school in the community, including marketing in North Hertfordshire.
- Create organisational structures that reflect the values of the school.
- Ensure the school's resources are organised and distributed effectively across 2 sites.
- Work with the governing board in all levels of strategic management.

## Personal Leadership and Management

- Appoint, in collaboration with the governing board, the staffing structure of the school across 2 sites.
- Respond positively to feedback and act on results from staff surveys.
- Ensure members of the school have appropriate recruitment strategies in place, which consider safer recruitment.
- Ensure there is a 2-site school-wide culture of working together to achieve high-standards, and ensure communication procedures are established to enable this. Creating a 1 school approach and ethos.
- Manage the performance of staff and make recommendations to improve practices as necessary.
- Undertake effective planning with leaders to ensure staffing needs are proactively identified and plans to combat these are in place.
- Create a culture of reflective practice and professional development to ensure standards are continuously improving and areas of weakness are identified, and appropriate training is introduced.
- Have an active role in middle and senior leadership development and offer any necessary training programmes.
- Implement a staff survey on workload and job satisfaction and ensure the school uses the responses to improve practices.
- Ensure equal opportunities are promoted at all levels across the federation, in line with the Equality Act 2010.
- Lead by example in terms of CPD by taking responsibility for their development needs.
- Recruit, or ensure the recruitment of, high-quality staff members.
- Celebrate the achievements of all and foster a culture of continuous improvement, facilitating training opportunities for staff, on a developmental basis and not just out of necessity.
- Challenge staff underperformance, reviewing professional progress, and offer support to staff as necessary.
- Establish strategies for induction to ensure new staff have the best welcome to the school as possible – ensure Deputy Heads and Assistant Heads understand these strategies.
- Implement strategies that ensure staff can maintain a healthy work-life balance.
- Ensure school procedures empower staff by making them feel valued and provide them with opportunities to develop.

# JOB DESCRIPTION

## Financial and business management

- Work closely with Finance Manager and SBM to ensure budgets are set and managed for both sites – e.g. 2 boilers, 2 maintenance schedules, 2 kitchens
- Manage 2 sites and facilities to ensure compliance with H&S, Fire Safety and fit for purpose and utilised to their full potential.
- Manage financial and human resources effectively to ensure educational goals and priorities are met.
- Establish and review staffing structures to ensure they remain efficient and reflective of the school's vision.
- Ensure resources are shared equally between both sites efficiently and actively pursue sharing and collaboration opportunities.
- Ensure policies, in terms of compliance, finance, HR and IT, are implemented in accordance with law.
- Ensure both sites are kept looking clean, tidy and ready for school business, walk the environments.
- Ensure all relevant health and safety standards are met, considering any requirements pertaining to letting facilities as well across both sites.
- Control the delegation of budgets and, in collaboration with the governing boards, ensure both sites remain financially robust with large building costs.
- Ensure resources are managed effectively, including that they are shared appropriately, achieve value for money, are high-quality and adhere to any health and safety standards.

## Working with the wider community

- Ensure leadership is visible and actively engage with relevant businesses and community links to benefit pupils and both site communities.
- Ensure Leaders are developing strong partnerships with parents and in 2 school communities.
- Ensure there is a sense of school community across both sites, and that effective communication systems are in place to aid this.
- Create proactive, entrepreneurial and effective links with the community including business, feeder schools and local preschools.
- Create proactive, positive relationships with Poppyfields and Dawn Until Dusk provisions on the school sites.
- Provide strategic contributions and insight to ensure the continued development of the school.
- Act as an ambassador for the collaboration of the school, be a point of contact and seek appropriate developmental opportunities for the whole school, e.g. funding and networking.

## Data Analysis

- Utilise data effectively to identify areas for school improvement on both sites, ensuring that the school relays important information to the necessary stakeholders.
- Identify problems through data analysis and act upon them, ensuring that the school's SDP and strategic direction are on track.
- Through accurate and comprehensive data collection, monitor specific areas such as the quality of staff, the effectiveness of the SDP and classroom practice.

# JOB DESCRIPTION

## Accountability

- Be accountable to the relevant governing board.
- Hold others within the school to account, including ensuring that staff accountability is clearly defined, understood and agreed, and is subject to regular appraisal, review and evaluation.
- Enable a culture of high professionalism amongst staff across both sites.
- Create an enriching and positive culture which impacts school life and ensure a positive and respectful attitude amongst pupils and staff within the school.

## Safeguarding and promoting the welfare of children

- Ensure a safe and supportive culture is adopted throughout both sites.
- Identify key features of staff recruitment that helps to deter or prevent the appointment of unsuitable candidates.
- Develop and introduce policies and practices that minimise opportunities for abuse and ensure its prompt reporting.

## Additional duties

- Create, manage and organise all around care for pupils of the school not term time only – holiday care, full wrap on both sites from 7.30am – 6pm. Identify problems through data analysis and act upon them, ensuring that the school's SDP and strategic direction are on track.
- Being on call or managing others to be available outside of term time contracts. Including safeguarding.
- 1 school site on a building site, liaising with builders and contractors to ensure school community safe in and ever-changing climate.



# Person Specification

To be considered for shortlisting, candidates must clearly demonstrate how they meet the essential (E) and where possible, the desirable (D) - criteria outlined in the Person Specification below.

- Please structure your supporting statement using the **STAR format** (Situation, Task, Action, Result) to provide **clear, evidence-based examples of your experience and impact**.
- If shortlisted, we will assess additional aspects of school leadership - including alignment with the **Headteacher Standards (2020)** and the **specific needs of our school** - through a series of tasks and a formal interview during the assessment day.

Qualifications, knowledge and experience	Application stage	Interview stage
Degree and qualified teacher status	E	
Recent successful leadership experience as a Headteacher or as an experienced Deputy Headteacher	E	
NPQH or equivalent leadership development training (e.g. coaching, mentoring, strategic leadership programmes)	D	
Is trained as a Therapeutic Thinking Tutor or has experience of leading an alternative relational approach to behaviour	D	
Successful completion of child protection and safeguarding training	D	
<b>Strategic Leadership and School improvement</b>		
Establish and sustain a culture of high expectations and professional integrity, ensuring all staff are accountable for their contributions and ensure consistency across both sites		E
Experience of working across a 2-site school	D	
Be a strategic leader who provides vision and outstanding leadership for the 2-site school to serve both local communities		E
Set and uphold high expectations for all pupils - academically, personally, and socially - ensuring they thrive in school and beyond	E	
Able to lead and manage staff, including appraisal, coaching and professional development, to build capacity and improve teaching	E	
Clear understanding of school improvement processes, including self-evaluation, development planning and target setting, with evidence of leading measurable improvements in pupil outcomes	E	
Has had responsibility for whole school policy development and implementation	E	
Clear commitment to safeguarding, promoting health and safety and the wellbeing of children and staff	E	
Able to analyse attendance data, identify barriers and lead effective strategies that improve pupil attendance, working collaboratively with families and external agencies to ensure sustained, positive impact		E



# Person Specification

Teaching, learning & curriculum	Application stage	Interview stage
Deep understanding of high-quality teaching and learning across the EYFS and primary stage		E
Ability to implement a diverse, broad and balanced curriculum in collaboration with the schools' governing board and school community whilst ensuring consistency across 2 sites and for the differing needs of pupils on each site		E
Absolute commitment to inclusion and high expectations for all pupils, underpinned by knowledge and experience of supporting children with SEND, disadvantaged pupils and higher attainers	E	
Understands the needs of children with challenging behaviours and able to develop strategies to successfully manage this		E
Experience of using evidence-informed approaches to teaching and learning, and promoting a culture of continuous improvement	D	
Develop and implement an aspirational culture of learning for all – ensure there are effective systems for monitoring progress and intervention procedures are clear across 2 sites.	E	E
<b>Accountability, Governance &amp; Working in partnership</b>		
Proven ability to work collaboratively with governors, external agencies, or other schools, contributing to wider school system improvement		E
Understands and welcomes the role of effective governance, upholding their obligation to give account and accept responsibility		E
Able to communicate effectively and engage positively with colleagues, parents, carers and the wider community to support pupil outcomes		E
Experience of, or a willingness to engage with, possible future changes to the school's operational model or external partnerships	D	
Experience of working with SIA/SIPs	D	
<b>Personal Qualities/ Ethics and professional conduct</b>		
Resilience and adaptability in the face of challenge, with the ability to prioritise, delegate and maintain strategic focus under pressure	E	E
Actively engage with relevant businesses and community links to benefit pupils and both site communities	D	
Demonstrates a commitment to promoting equality, diversity and inclusion across all aspects of school life		E
Visible and approachable, with empathy and a genuine enthusiasm for engaging and inspiring children and colleagues		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



# IMPORTANT INFORMATION

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.

Pay range:	£71,330 - £90,255 L14-L24
Start date:	September 2026
Closing date:	Thursday 12 <sup>th</sup> March at 12 noon
Shortlisting date:	Friday 20 <sup>th</sup> March 2026
Interview date:	Thursday 26 <sup>th</sup> March 2026
Visits to the school:	To make an appointment, please contact Mrs Kathy Burgess, School Business Manager on 01462 830000 or email <a href="mailto:kburgess@fairfieldparklower.uk">kburgess@fairfieldparklower.uk</a>
School website:	<a href="http://www.fairfield.beds.sch.uk">www.fairfield.beds.sch.uk</a>

Fairfield Park Lower 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 2025).



# APPLICATION PROCESS

## How to apply

This recruitment is managed by HFL Education, in line with the latest guidance on safer recruitment. Please apply on Teach in Herts or My New Term, 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). 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.

You should use the **STAR format** (Situation, Task, Action, Result) to provide **clear, evidence-based examples of experience and impact**.

## 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.



# Fairfield Park Lower School



**DICKENS BOULEVARD**  
FAIRFIELD, HITCHIN, HERTS, SG5 4FD



**RUSKIN DRIVE**  
FAIRFIELD, HITCHIN, HERTS, SG5 4SG



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