

# Henry Fawcett Primary School & Children's Centre



**Headteacher Candidate Brochure**

**“ Yes We Can”**



## Contents

Key Facts & Statistics	Page 2
Welcome from the Chair of the Governing Board	Page 3
About Henry Fawcett Primary School & Children's Centre	Page 4 & 5
Mission Statement	Page 6
Job Description	Page 7,8 & 9
Person Specification	Page 10 & 11
How to Apply	Page 12

## Key Facts & Statistics

Type of School:	Primary
Age range:	3 to 11 yrs
Location:	Kennington Oval
Denomination:	Non-denominational Maintained School
Co-educational or single Sex:	Co-educational
Budget - what is the current state of the budget:	School budget of just under £2m annually. A major steadily accumulated carry forward.
Number on roll:	364
Average class size:	29.6
CVA - Contextual Value Added Score:	100.2 (2016)
Date school established:	1937
School awards:	<ul style="list-style-type: none"> <li>· Ofsted Outstanding 2017</li> <li>· Healthy School – Bronze</li> <li>· LTSA Professional Development Accredited Lead</li> <li>· BALI National Landscape Award 2017</li> <li>· National Teaching School</li> <li>· Sustainable Travel Award</li> </ul>
Number of teaching staff:	28.2 FTE
Teacher turnover rate:	28%
% of Newly Qualified Teachers:	10.6%
Entry level attainment:	Entering Early Years at 30-50months. Leaving Early Years 68% are at Good Level of Development
% of children on free school meals:	31%
SEN % in the school:	2.5% statement/EHCP (16.5% SEN Support)
% English as an additional language:	29%



## Welcome Message from the Chair of Governors

Dear Applicant,

Thank you for expressing interest in the post of Headteacher at Henry Fawcett Primary School and Children's Centre.

Our school has recently been graded as 'Outstanding' by Ofsted and commended by Nick Gibb the Minister of State for Schools for being within the top 3% in the country for the progress the children make.

The governing board wants to appoint a committed and inspirational school leader to this post who will take the school to the next exciting stage in its development. We are committed to providing an outstanding education for all pupils to support them to 'share smile shine' and set them up for success for the rest of their compulsory education and post-school progression. We underpin our work with a strong belief in our vision and deeply value our dedicated teaching and support staff. With this in mind, we provide development opportunities for all staff to create a positive and inclusive working environment and pride ourselves in the placement of the school at the heart of a vibrant and diverse local community.

Henry Fawcett has many strengths and unique qualities as well as challenges and the pupils and families we serve deserve a leader with vision and who can forge local partnerships to ensure the long term stability and future growth school and children's centre.

If you would like to know more about Henry Fawcett, I would encourage you to visit our school.

To arrange a school visit please contact Carlie Ford at Academicis.

Email: [cford@academicis.co.uk](mailto:cford@academicis.co.uk) Telephone: 01223 907976 Mobile: 07771 330123

I look forward to receiving your application.

Yours faithfully,

Caimin Collins,

**Chair of the Governing Board**





# Henry Fawcett Primary School

## About the School

Henry Fawcett Primary School was founded in the 19th Century and is a mixed school of over 300 children from the ages of 3 to 11 years. The school has recently undergone a major refurbishment, part of a major investment in the school.

At Henry Fawcett we pride ourselves on providing the best quality resources to keep up with the world around us and indeed be one step ahead where possible. We foster a love for books and reading and our roof-top library is a great place to share and explore this love for literature. Our children are provided with excellent sporting opportunities and have access to two AstroTurf ball courts and a specialist sports coach. The children love their edible garden where they grow fruits and vegetables and we also host our own child sized kitchen in which all children regularly cook their own grown produce.

The curriculum at Henry Fawcett is a bespoke curriculum which embeds a love for learning in all learners through investigation, enquiry and trips. We provide a broad foundation of experiences for children to build on their skill set and achieve excellence.

Our emphasis on books and a love of reading can be felt throughout the curriculum through reading materials, themes/topics and book making.

We believe passionately about the importance of investing in skilled practitioners to teach all learners in the school. At Henry Fawcett we have an additional, experienced teacher in almost all year groups who works with small groups of learners in Intervention rooms. This creates smaller class sizes and means that every learner receives regular adult time for support and extension to ensure that they reach their full potential in each lesson.

Henry Fawcett Primary School is twinned with Marina International school in Gambia, which we frequently visit.

## History

Henry Fawcett (26 August 1833 – 6 November 1884) was a blind British academic, statesman and economist. Fawcett was elected Member of Parliament for Brighton in 1865. He held this seat until 1874, and thereafter represented Hackney between 1874 and 1884. He campaigned for women's suffrage.

In 1880 Henry Fawcett was appointed Postmaster-General by William Ewart Gladstone and sworn of the Privy Council. He introduced many innovations, including parcel post, postal orders, and licensing changes to permit payphones and trunk lines.

Millicent Garrett Fawcett was born in Suffolk 1847 and married Henry Fawcett in 1867. Millicent was a pioneering campaigner for women's rights and the right to vote, always using peaceful protest. The Fawcett Society, a major UK charity working for equality for women at home and at work was renamed in Millicent's honour in 1953.



## Vision

Inspire Minds

Exceed expectations

Determination to excel

Outstanding behaviour

Stunning learning environment

*Education for an interesting future in a rapidly expanding world*

## Values

Our values are founded on the belief that every member of our community deserves the very best start in life and that they are exposed to outstanding educational opportunities and leave us with a thirst for lifelong learning. Henry Fawcett Primary School and Children's Centre holds a tangible belief that our motto 'Yes We Can' is at the heart of everything we do.

### Share : Respect

- Behave with integrity at all times, thinking of the needs and rights of others.
  - Be polite and courteous to all
  - Take on roles of responsibility
  - Be honest in all our dealings
- Value others and work collaboratively to succeed

### Smile : Determination

- Develop confidence through participation
- Use skills and knowledge to solve problems
- Show resilience when faced with challenge
  - Have commitment to what we do
    - Exceed expectations

### Shine : Excellence

- Have pride in personal achievements and that of others
  - Produce work to the highest quality at all times
    - Set high personal goals for improvement
- Know that there are no boundaries to our achievements





## Mission Statement

### Outcomes for Pupils

We guide all children on their unique learning journey, motivating them to become independent learners and set high personal goals to prepare them for the next stage of their education.

- All children make exceptional progress and achieve academic excellence that is comparable with the highest performing schools nationally.

### Leadership & Management

Our Leadership & Management are ambitious, rigorous and pro-active working as a cohesive team, which provides an outstanding learning environment at the centre of our community.

- We will become a centre of excellence sharing exceptional practise to support the raising of educational standards both locally and nationally.

### Teaching Learning & Assessment

To attract, develop and retain the best teachers who deliver a rigorous and engaging curriculum and thrive in a dynamic environment.

- To ensure that the all teaching is outstanding and tailored to the needs of all pupils, enabling them to master a diverse curriculum.
- Our professional development approach recognises and fosters individual strength, expertise and research led innovation.

### Personal Development, Behaviour and Welfare

We take a holistic approach to the development of every child in a safe and inspiring environment.

- To provide all children with the opportunity to develop as confident lifelong learners, with the skills and knowledge to enhance their own wellbeing through enriching experiences.

### Community Priority

We are a warm, welcoming and accessible hub, responding to the needs and values of our diverse and dynamic community.

- We are the first school of choice for our community.
- We have lasting and sustainable links with local businesses and services, that support us to realise our vision



## Job Description

**Job Title:** Headteacher

**Scale:** Leadership Range L18-L24

**Accountable to:** The Governing Board

**Closing Date:** 12 noon on 22nd January 2018

**Shortlisting:** 23rd January 2018

**Interviews:** 26th January 2018

This job description should be read alongside the range of duties and responsibilities of Headteachers as set out in the annual Teachers' Pay and Conditions Document

### MAIN PURPOSE OF THE POST

To provide professional leadership for Henry Fawcett Primary School which will ensure its continued success and improvement with all members of the school community and providing an environment for teaching and learning that empowers both staff and pupils to always achieve at their best.

The Headteacher has the overall responsibility for the organisation and management of the school in accordance with: the articles of government, the statutory conditions of employment of Headteachers, the policies of the Governing Board agreed in consultation with the Local Authority.

*We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.*

### KEY ROLES AND RESPONSIBILITIES

#### Shaping the Future

- a. To ensure that the school ethos and vision is clearly articulated, understood and acted upon effectively by all members of the school community
- b. To translate the ethos and vision into agreed objectives and to consistently uphold these at all levels of school practice
- c. To demonstrate the vision and values of the school in everyday work and practice
- d. To motivate and work with others to create a shared culture of excellence that promotes inclusion and maximises the achievement of staff and pupils
- e. To be an aspirational and visionary leader and manager who is able to innovate and take on new challenges
- f. To monitor, evaluate and review the effects of policies, priorities and the performance of the school in practice and take appropriate action
- g. To ensure the effective management of finances, human resources, organisation and administration support whilst implementation of the school's vision and aims
- h. To implement the Governing Board's policy on Equal Opportunities and inclusion for all staff and pupils





## Leading Teaching and Learning

- a. To ensure outstanding teaching and learning in all areas of school life
- b. To promote an exciting and challenging curriculum that inspires every pupil to develop the key skills required to be an effective learner and achiever
- c. To develop and maintain a school culture and ethos of challenge and support where all pupils can reach their full potential and maximise their engagement in their learning
- d. To demonstrate and articulate high expectations and set stretching and challenging targets for all
- e. To ensure that differentiated learning opportunities and strategies are in place to support those pupils with additional needs, including those with English as an Additional Language, SEN and those at risk of under-achievement
- f. To demonstrate effective communication, orally and in writing, to a range of audiences
- g. To work closely with families both directly but also through the Extended School to support the development of lifelong learning amongst pupils and parents
- h. To monitor, evaluate and review classroom practice and collaboratively develop improvement strategies
- i. To robustly challenge under-performance at all levels including pupils and staff and be able to put in place effective intervention programmes
- j. To ensure that the curriculum is regularly reviewed, evaluated and updated, taking account of school, local and national initiatives, policies and statutes, in partnership with colleagues, Governors, pupils and parents as appropriate
- k. To ensure that a broad range of extra-curricular activities are always available to support diversity, inclusion and challenge to pupils
- l. To ensure that the high standards of behaviour and attendance of the pupils is maintained.

## Developing Self and Working With Others

- a. To treat all members of the school community fairly, with dignity and respect, in order to secure and maintain a positive school ethos and culture
- b. To build and maintain a collaborative and effective school (at all levels – within the staff, between staff and pupils, staff, families and the local and wider communities)
- c. To actively engage with other schools, especially in the local "Windmill" Cluster, to support joint learning and to secure appropriate and effective use of resources
- d. To develop and maintain effective strategies and procedures for staff induction, professional development, performance review and staff retention
- e. To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- f. To acknowledge the responsibilities and celebrate the achievements of individuals and teams
- g. To review annually the professional development of all staff at the school and report progress and actions to the Governing Board
- h. To regularly review own practice, set personal targets and take responsibility for own personal development by participating positively in the arrangements made for the appraisal of Headteacher performance
- i. To manage own workload and that of others to allow an appropriate work /life balance.





## **Managing the School and the Children's Centre**

- a. To ensure that outstanding teaching remains a prime focus by recruiting, developing and nurturing this core value in all teaching and support staff
- b. To work with the Governing Board to ensure there is an organizational structure that reflects the school's ethos, which enables the management systems, structures and processes to work effectively in line with the legal requirements.
- c. To work with the Governing Board to produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities
- d. To ensure the effective management of the school's budget to achieve the school's goals and priorities by setting appropriate priorities for expenditure, allocation of funds and ensuring effective administration and controls are in place
- e. To manage and organise the school and Children's Centre efficiently and effectively to ensure it meets the needs of all site users including pupils, staff and parents and supports effective curriculum delivery whilst complying with appropriate health and safety regulations

## **Securing Accountability**

- a. To be accountable and hold others accountable for the standards and achievement in the school
- b. To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review appraisal, review and evaluation
- c. To ensure that staff appraisals are rigorously implemented in line with DfE and/or Local Authority policy and guidelines
- d. To provide information, objective advice and support to the Governing Board to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money
- e. To be able to present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including Governors, the Local Authority, Ofsted, DfE and anyone else as required
- f. To ensure that parents/carers of pupils are kept informed and updated about the curriculum, attainment and progress and about the contribution they can make in supporting children's learning and achieving the school's targets for improvement
- g. To advise and assist Governors so that they fulfil their responsibility for raising standards of educational achievement and are able to make informed decisions about school improvement priorities
- h. To carry out any such duties as may be reasonably required by the Governing Body

## **Strengthening Community Links via the School and the Children's Centre**

- a. To promote and engender positive community cohesion especially through strong relationships with the local and wider community including organised groups and partners and volunteers.
- b. To collaborate with cluster schools in order to share good practice and expertise to the benefit of pupils, staff and parents
- c. To collaborate, at both strategic and operational levels, with parents, carers and other relevant agencies to protect and safeguard pupils in order to secure their health, safety and well-being
- d. To foster better community cohesion through the Children's Centre both as a source of educational support and as a social centre.



## Person Specification

**Job Title:** Headteacher

**Scale:** Leadership Range L18-L24

**Accountable to:** The Governing Board

The following outlines the key skills and experiences required for this position. The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: application form; interview/assessment activities; references and other employment checks. (E=Essential / D=Desirable)

<b>PROFESSIONAL QUALIFICATIONS &amp; EXPERIENCE</b>	
Qualified teacher	E
Broad experience as a Headteacher or Senior Leader, including teaching or managing across the full Primary curriculum	E
NPQH	D
Evidence of sustained professional development throughout career	E
Evidence of ability to quickly and successfully acquire and apply new skills and knowledge in a professional context	E
Able to demonstrate reflectiveness, resilience and perseverance	E
<b>SAFEGUARDING &amp; CHILD PROTECTION</b>	
The candidate is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	E
<b>SHAPING THE FUTURE</b>	
Experienced about ways to build, communicate and implement a shared and strategic vision for the school's future sustainability	E
Experience of successfully initiating, implementing and evaluating change and development	E
Committed to inclusion and the ability and right of all to meet their full potential	E
Committed to setting and achieving ambitious and challenging goals and targets	E
Experienced in leading change, creativity and innovation	E
<b>LEADING TEACHING &amp; LEARNING</b>	
Experienced in the use of strategies for raising achievement and achieving excellence	E
Experienced in the principles of effective teaching and assessment for learning	E
Experienced in the development of a personalised learning culture within the school	D
Able to use data, benchmarks and feedback to monitor progress in children's learning and development to inform personalisation	E
<b>DEVELOPING SELF AND WORKING WITH OTHERS</b>	
Able to build and motivate a strong team that enables all staff to carry out their respective roles to the highest standard and all staff to work effectively together to deliver school improvement	E
Understands the relationship between managing performance, continuous professional development (CPD) and sustained school improvement	E
Appreciates the significance of interpersonal relationships, adult learning and models of continuing professional development	E

## MANAGING THE SCHOOL

Experienced in delivering the principles and strategies of school improvement	E
Understands strategic financial planning, budgetary management and principles of best value	E
Makes professional, managerial and organisational decisions based on informed judgements	E

## SECURING ACCOUNTABILITY

Committed to the school working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its pupils	E
Committed to the individual, team and whole-school accountability for pupil learning outcomes	E
Excellent knowledge and understanding about community engagement and its implications for all stakeholders', and the school's, continuing success	E

## STRENGTHENING COMMUNITY

Able to build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all pupils	E
Understands the wider curriculum beyond school and the opportunities it provides for pupils and the school community	D
Understands the benefits of working with other agencies and opportunities for collaboration	E







**If you would like further information, or to arrange a school visit,  
please contact Carlie Ford at Academicis on:**

Switchboard: 01223 907979

DDI: 01223 907976 | M: 07771 330123 | E: [cford@academicis.co.uk](mailto:cford@academicis.co.uk)

**All completed applications are to be sent to  
Carlie Ford no later than  
12 noon on Monday 22nd January 2018.**

*Henry Fawcett Primary School is committed to Equal Opportunities and to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate's appointment will be subject to satisfactory employment checks, references and including enhanced Disclosure and Barring Service check.*