

Barley Lane Primary School



“Believe in yourself, learn together, persevere and succeed”

Headteacher Information Pack

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Barley Lane Primary School
Huxley Drive
Chadwell Heath
RM6 4RJ

Message from the Chair of Governors

Dear applicant,

Thank you for your interest in the position of Headteacher at Barley Lane Primary School. We are looking to appoint a Headteacher with effect from January 2018.

Barley Lane is a large and diverse; four form entry school in Chadwell Heath. In 2016, our school was rated "good" by Ofsted, having previously been requiring improvement. We are incredibly proud of this turnaround which reflects the drive and enthusiasm of both the Governing Body and staff to improve standards. We delight in our educational community, for which we have ambitious goals. We all want to see Barley Lane become a place of outstanding education for all, and are looking for a Headteacher who will champion this journey to outstanding; raising standards further for the benefit of our children.

We require a strong and enthusiastic leader to come into the role, who will have the well-being of our children at the centre of the school's development. At the same time we are looking for someone who will cultivate an academic environment that promotes the highest quality of teaching and learning.

Our governing body is passionate to see the school thrive - to always be a supportive place to work and learn, developing the whole child and preparing them consistently for their next steps in education.

We welcome your application and encourage you to contact Neetha Atukorale on governors.support@redbridge.gov.uk if you wish to arrange a visit.

Yours sincerely

Rachel Fabian

Chair of Governors

www.barleylane.redbridge.sch.uk

School information

Barley Lane Primary School – Mission statement

We aim for each pupil to achieve the highest possible standards in work and behaviour within a broad and balanced curriculum.

Barley Lane Primary School is a multicultural school where all children and adults are valued and respected as individuals, irrespective of race, religion, belief, gender, ability, disability, age, social circumstances, sexual orientation, part time contract, trade union memberships.

The whole school is committed to safeguarding and promoting the welfare of children and the emotional well-being of staff so that every child and adult feels welcomed, fulfilled, safe, secure and confident. Children and adults must be aware of their responsibilities to report incidents of inappropriate behaviour.

We are a successful school with children from many backgrounds and cultures. We work hard to celebrate children's achievements and help them to always achieve their best and 'to be the best they can be'.

About the school

Barley Lane Primary School is a three, rising four form entry school from nursery through to year 6. The school is set in well-maintained grounds and we are lucky enough to have an extremely large field. We also benefit from an outside classroom and ecology area known as The Spinney.

Children have access to various resources both in and out of the classroom and this gives them a more rounded learning experience.

Barley Lane Primary School is a happy, vibrant and inclusive school community. Our recent Ofsted Inspection has graded us a 'GOOD SCHOOL'. They said of our school "Teaching is usually lively and interesting", "The behaviour of pupils is good" and "Strong staff teamwork".

Aims of the school

ALL CHILDREN SHOULD ACHIEVE THE HIGHEST STANDARDS IN WORK AND BEHAVIOUR WITHIN A BROAD AND BALANCED CURRICULUM

The school firmly believes and actively promotes the view that there should be equality of opportunity and equal respect for all children regardless of gender, ethnicity, physical or academic ability and home background. This is promoted and supported by the school's Equal Opportunities Policy.

We recognise that each child is an individual and we will endeavour to meet his or her needs. We encourage children to be responsible, to take initiative and to show consideration to others.

Our aims are:

- To help pupils develop lively, enquiring minds, the ability to question and argue rationally and apply themselves to tasks and physical skills with increasing confidence;
- To enhance pupil's emotional and social development so that they can form effective relationships that are an essential part of life;
- To encourage pupils to recognise their worth as an individual and to become a valuable member of the community;
- To help pupils acquire knowledge and skills relevant to adult life and to employment in a rapidly changing world;
- To encourage respect for and understanding of spiritual, religious and moral values and empathy towards other ethnic groups, religions and ways of life;

- To help pupils appreciate human achievements and aspirations;
- To help pupils to develop skills in English, maths, science, and information and communications technology (ICT);
- To offer pupils the opportunity to experience a wide range of expressive arts;
- To help pupils to understand the world in which they live and the interdependence of individual groups and nations.

Barley Lane is a successful school with children from many backgrounds and cultures. We work hard to celebrate children's achievements and help them to always achieve their best. Our children behave very well and enjoy learning. We value the importance of the 'Every Child Matters' agenda and seek to ensure that all children are **safe, healthy, enjoy** their learning, develop their **economic** awareness and make positive contribution to the society in which they live. We feel that we all work and learn harmoniously.

Breakdown of classes by key stage

We are a four form entry school, at the start of the academic year starting September 2016 we had the following classes.

Early Years and Key Stage One

For the academic year starting September 2016 we had the following classes:

Nursery	26 AM & PM Classes
Year 1	4 Classes

Reception	4 Classes
Year 2	4 Classes

Key Stage Two

For the academic year starting September 2016 we had the following classes:

Year 3	4 Classes
Year 5	4 Classes

Year 4	3 Classes
Year 6	4 Classes

Job Description

Job Title	Head Teacher		
School	Barley Lane Primary School	Salary range	L29-31 £79,875 - £82,908
Start date	January 2018 – negotiable for the right applicant		
Job Purpose			
<div>1. To provide strong leadership of the school, in consultation with governors, staff, parents and the LA. This ensures high quality education for all pupils and aims to achieve a continually improving standard of learning, developing the whole child and encouraging good progress and attainment across the curriculum.</div> <div>2. To carry out the duties and responsibilities of a Head teacher as set out in the School Teachers’ Pay and Conditions document.</div>			

Pupils and staff	
<ol style="list-style-type: none"> 1. Work collaboratively to create and drive a strategic vision that inspires, challenges and motivates pupils, staff, governors and the whole school community. 2. 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 including SEND, CLA, disadvantaged pupils, higher attainers and other vulnerable and under-performing groups. 3. 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. 4. Develop middle leadership, embedding prior knowledge and encouraging further responsibility and accountability, to positively impact pupils' progress. 5. Identify emerging talents and shape the quality of current and future staffing through high quality training and coaching and sustained professional development. 6. Promote and encourage positive behaviours for learning in all areas of school life. 7. Promote the development of the 'whole child' through a broad and balanced curriculum and extra-curricular opportunities which contribute to their spiritual, moral, social and cultural development. 8. Create an outward-facing school, which works collaboratively with all stakeholders in a climate of mutual challenge, to continue the journey from good to outstanding. 9. Ensure parents/carers have a good knowledge and understanding of the curriculum and the school, in order for them to support their children's learning and progress. 	

Systems and processes

10. Establish systems for tracking pupil achievement and use them to target under-performance, to identify gaps in the curriculum and priorities for improvement.
11. Establish a framework for formative and summative assessment and secure accurate teacher assessment.
12. Work strategically to ensure the school's key priorities are addressed and improved in line with its school development plan.
13. Lead, manage, monitor, review and evaluate the school improvement planning process.
14. 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.
15. Manage all financial resources and exercise sound budgetary control across all areas of the school, in partnership with the school's business manager and governors.
16. Appoint, deploy and manage staff effectively to add value to pupil outcomes and keep children safe.
17. Monitor and evaluate the quality of teaching through triangulation of the evidence and quality assure the judgements of all leaders who are involved in monitoring activities.
18. Embed rigorous and fair performance management systems to support staff to improve, value excellent practice and address under-performance.
19. 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.
20. Ensure compliance with current legislation and statutory guidance; ensure that all policies are implemented consistently and effectively.
21. Work pro-actively and transparently with the governing body and provide governors with the information they need to challenge underperformance, monitor progress and the financial performance of the school and hold school leaders to account.

Safeguarding

22. Ensure all the statutory duties with regards to safeguarding are embedded and sustain a culture of vigilance.
23. Continue to promote the school's excellent reputation for safeguarding and strengthen provision for children with additional needs, children looked after and vulnerable pupils and their families.
24. Ensure the safety and security of pupils, staff and visitors and the school site.
25. Create a school environment and ethos which promotes equality and challenges discrimination.
26. Ensure all statutory duties are met with regard to the SEN code of practice and children looked after and promote the health and wellbeing of all pupils.

Person Specification

Job title	Headteacher	Salary range
School	Barley Lane Primary School	L29-31 £79,875 - £82,908
Method of assessment A=Application Form I = Interview T= Test Weighting key 3 = Most important, 1 Least important		
	A,I & T	Rating
Education and Qualifications		
1. Qualified Teacher Status.	A	3
2. Evidence of higher qualification in leadership (NPQH or equivalent) or substantial senior leadership experience.	A	3
3. Evidence of continued professional development that prepares for this post.	A	3
Experience and Training		
4. A proven record of successful primary leadership.	A	3
5. Successful teaching experience across the primary age range.	A	2
6. Experience of leading and managing teaching and non-teaching staff and the ability to nurture and champion outstanding teaching and learning.	AIT	3
7. Experience in the use and development of all forms of pupil assessment including monitoring, tracking, data analysis and formative assessment in order to set effective targets, monitor pupil progress and raise standards.	AIT	3
8. Experience of developing positive relationships and working collaboratively with all stakeholders.	IT	3
9. Experience of organising and promoting sustained professional development opportunities across the school which reflect school priorities, performance management and succession planning.	AI	3
10. Evidence of a commitment to securing achievement for all and to the personal and emotional wellbeing of pupils.	AI	3
11. Experience of partnership working and the professional growth that comes from learning from others.	AI	2
12. Experience of managing and resolving parental complaints.	AI	2

Knowledge and Understanding		
13. Wide and current knowledge of the national agenda for schools, particularly with regard to school funding and structures.	A	3
14. A clear understanding of statutory duties and procedures with regard to safeguarding.	AI	3
15. A sound knowledge of school finances and effective management of school budgets for the benefit of the children.	AIT	2/3
16. Knowledge of school performance and value added issues, experience in the use of a range of school improvement strategies and a strong track record of improving school performance.	AI	3
17. Ability to effectively and transparently communicate high quality information to the Governing Body, including school performance data, so that governors are effective in providing an equal balance of support and challenge and hold school leaders to account.	A	2
18. A thorough knowledge of the national curriculum, the latest statutory assessment frameworks and the latest Ofsted framework.	AI	2
19. The ability to provide strategic, inspirational leadership and articulate a vision for the school community.	AI	2
20. Excellent oral and written communication skills and the ability to produce and present information suitable for a variety of audiences.	AIT	3
21. The ability to promote positive behaviour for learning and ensure that effective programmes for pupil behaviour, guidance, support and welfare are in place.	A	3
22. Knowledge of how to promote cultural diversity and embed British Values.	AI	3
Personal Qualities		
23. A passion for working with children in a school environment, an enthusiasm for teaching and learning and an ability to motivate pupils, staff and governors and to lead by example.	AI	3
24. An understanding of what constitutes high quality teaching and learning and how children learn.	AIT	3
25. Capacity to be critically reflective and evaluative in order to identify accurately and candidly strengths and priorities for development.	AI	2
26. Dynamic, yet with the ability to maintain a calm, reflective approach and establish a positive environment where pupils can develop personal and social skills and respect for others.	I	3
27. The ability to delegate effectively and build leadership capacity.	AI	2
28. A strong leader with a clear vision who is able to establish and share priorities and identify strategies for achieving success.	AI	3
29. Commitment to equal opportunities, cultural diversity and inclusion.	AI	3

Recruitment Timeline

Post advertised	Headteacher
Tour of the school	W/B Monday 5 June 2017 Tours of the school are available on request by arrangement. To book a place please email Neetha Atukorale on governors.support@redbridge.gov.uk
Deadline for Applications	Midnight on Monday 12 June 2017 Completed applications should be sent to: Neetha Atukorale Governors Support (Recruitment) Lynton House 2nd Floor 255-259 High Road Ilford IG1 1NN Or emailed to: governors.support@redbridge.gov.uk
Shortlisting	Friday 16 June 2017
Interview Day	Friday 23 June 2017