

# Harbinger Primary School

## Headteacher Pack



**<https://www.harbingerschool.co.uk/>**

December 2017

Cahir Street  
London E14 3QP

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## Welcome from Katy Bennett-Richards- Chair of Governors

Dear Applicant,

Thank you for your interest in the position of Headteacher at Harbinger Primary. Our current headteacher Mandy Boutwood is retiring at the end of this academic year. We are extremely proud of her and what she has achieved in her nineteen years of service at the school, developing over that time a protective and nurturing environment in which children and staff alike have been able truly to flourish. We are a progressive school always looking forward so are excited about the future and what a new era may bring with a new Headteacher.

Harbinger Primary School is a community school with a one and a half form entry situated on the Isle of Dogs in London's East End. We have 350 children from a very broad range of cultural and economic backgrounds and we believe that each child is uniquely valued in terms of what he or she brings to the school. We pride ourselves on being an inclusive school which welcomes all and although we have high academic expectations our main aim is to instil a life long love of learning into all our children. Through our school values of learning, well-being and togetherness staff, pupils and carers work side by side as a whole school community, developing and growing together in a secure and inspirational environment.

In keeping with our school value of togetherness we have high numbers of children with SEN, particularly those with communication, emotional and behavioural difficulties. We have considerable expertise with an excellent SENCo and work hard to support these children in their learning and development so that they may stay with us and are valued contributors to the whole school community.

We have a settled and dedicated staff led by a very competent and willing senior leadership team who are in turn supported by a skilled and committed governing board. The school has strong links with the community. We believe that our shared sense of purpose means we can best work together to remove any obstacles pupils might encounter and thus provide the highest calibre of teaching to all learners.

Harbinger School, like all schools, is not without its challenges! So, we are looking for someone willing to embrace this complex but extremely rewarding role, someone who can not only build on our successes but also is able recognise and respond to our weaknesses, someone who is able to enhance and maintain our reputation for inclusion and excellence, in deed someone who feels able to captain the good ship Harbinger and all who sail upon her!

Please do get in touch for more information and to arrange a visit. We look forward to welcoming you and showing you our fabulous school.

Katy Bennett-Richards

Chair of Governors

## Recruitment Process Details

**To start: September 2018**

**Salary range: L18 to L24 (£67,303 to £76,777), salary negotiable for outstanding candidate**

**Closing date for applications: 12 noon on 25<sup>th</sup> January 2018**

**Interview dates: 6<sup>th</sup> & 7<sup>th</sup> February 2018**

A visit is essential and can be arranged by calling Ana Čavić (SAO) on 0207 987 1924.

The Headteacher Job Description and Person Specification can be found at the back of this pack.

To apply for this role please complete the Tower Hamlets Application form.

In addition to the Application Form you are required to respond to the Person Specification requirements for this role with evidence, where possible, of your experience. You are not at this stage expected to respond to all points as many can only be established at interview. It would be helpful if you identify which point or group of points you are addressing in your response. Your response to this should be no longer than 3 A4 sheets in Ariel 11 font, it is acceptable in portrait or landscape format.

You are also invited to provide up to a single A4 page Personal Statement summarising the reasons why you would like to be the new Headteacher of this school and what specific skills and attributes you would bring to the role.

If you have any questions about the role or the process of application, please call Andrew Best on 07917 080201.

## About the School

Harbinger is a vibrant and happy community school situated in the east end of London. We value the unique contribution every child has to make and believe that children learn best when they feel secure in themselves and their learning environment. We pride ourselves on being a warm and open community, committed to nurturing each individual in our care.

Our values of learning, well-being and togetherness underpin everything we do in order that children thrive in primary school and beyond.

## Aims, Purpose and Values

### **Our aim is to enable students to become:**

- successful learners who enjoy learning, make progress and achieve;
- confident individuals who are able to live safe, healthy and fulfilling lives;
- responsible citizens who make a positive contribution to society.

### **Our purpose is to:**

- share a vision of learning as a lifelong journey: we are all learners;
- engender a positive attitude and commitment to learning: resilient, responsible, reasoning, resourceful, reflective learners;
- pass on valued skills, knowledge and understanding: to prepare children for the opportunities and challenges they face as the next generation.

### **Our agreed school values are:**

- Learning: An entitlement to relevant and purposeful learning, high expectations and outcomes, widening horizons and raising aspirations
- Well-being: An ethos of personal development and emotional intelligence, excellent care and guidance, intrinsic motivation to discover routes to happiness and success
- Togetherness: An environment founded on equality and inclusion, rights and responsibilities, an awareness of belonging to our immediate and global communities

### **We are an educational community where:**

- high standards of learning and teaching enable all children to develop as purposeful, independent learners;
- we can all feel safe and inspired;
- mutual respect and co-operation flourish;
- teaching motivates children to achieve highly, reflect on their progress and value their own success;
- equality of opportunity is promoted and valued;
- there is partnership with families, parents and carers, other professionals and outside agencies to ensure individual needs are met;
- all children are supported to make good progress, whatever their individual starting point and needs;
- we strive to overcome potential barriers to learning for individuals and groups of pupils.

## School Admissions

We admit children according to the policy agreed by Tower Hamlets Education Authority. The school has a maximum intake of 45 pupils each academic year. The number of pupils able to attend the school is 310 plus 35 full-time and 18 part-time in Nursery. The school is organised into one and a half form entry – one full year group class and a mixed year group class.

## Extended Provision

From 8:00 – 9:00am each morning we run a breakfast club for children who need to arrive early. Cereal, fruit, toast and milk are provided. There is a charge of 50p per day, or 25p per day for those receiving free school meals. Pupils need to be registered in advance, more details are available from the school office.


There are a variety of after school clubs available for children from Y1 to Y6, which run weekly during term time from 3:30 – 4:25pm. These include support for homework, literacy and numeracy as well as sports and arts clubs



# School Curriculum

At Harbinger School we want our children to be curious, creative and enthusiastic learners. We encourage children to relish challenge, marvel at the wonder of the world around them and never stop asking questions. Our teaching is carefully planned to provide challenge for children at all levels of attainment and to ensure that everyone experiences success.

We teach a broad and balanced curriculum through central themes. This fosters an inquisitive approach to learning and allows children to make connections to their own knowledge and across subject areas. All pupils learn the violin, French and attend swimming lessons, and class sets of iPads and interactive whiteboards bring technology into the classroom whatever the lesson. After-school clubs offer a rich extended school day, with opportunities for sport, arts or academic support. Providing a range of visual, auditory and kinesthetic experiences ensures the engagement of all learners. Frequent opportunities for collaboration and cooperation, and self and peer evaluation help our children become reflective, resilient and ambitious students. We use the local area to extend and contextualise learning through visits. Residential trips offer children the opportunity to discover the countryside, participate in team activities and build their independence, and our annual school visit to the seaside is a time to celebrate hard work and achievements

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Ourselves	Celebrations	Toys	The Great Fire	Town Mouse & Country Mouse	Light and Shadow	Ancient Egypt	Superheroes	Protecting Our Planet	Viking Legends	Mindfulness	The Benins
English	Non-Fiction: Lists & labels Poetry: Nursery Rhymes Fiction: Significant Author - David McKee Range of Elmer stories Two Monkeys Two Can Toucan Not Now Bernard	Poetry on theme: Fireworks Non-Fiction: Instructions Non-Fiction: Non-Chronological Report Kipper's Birthday (on-line) Happy Birthday Winnie	Fiction: Familiar settings Naughty Bus Digger Non-fiction: Non-chronological Report Instructions	Poems with a structure: Acrostic Beastie Poems Non-fiction: Recount - Letters Katie in London	Fiction: Adventure stories Non-fiction: The Gunpowder Plot Non-fiction: Persuasive letters to Lord Montague	Non-fiction: Historical account of The Gunpowder Plot Non-fiction: Persuasive letters to Lord Montague	Fiction: Recount The Phoenix's Handbook Egyptian Diary: Journal of a Scribe Mia & the Pharaoh Non-Fiction: Auto-biography: Egypt World	Non-Fiction: Discussion/ debate My Brother is a Superhero Film & play-script The Incredibles (DVD & Book)	Non-fiction: News report about Rainforest Poetry: Haiku Kennings	Fiction: Legends Non-fiction: Non-chronological reports	Poetry: Figurative Non-Fiction: Explanation (Circulatory system) Non-Fiction: Persuasion (DT project)	Non-Fiction: Recount - Diary Diary of an Edo Princess Fiction: Historical narrative Kingdom of Benin Short Stories: Ebi & Ubi
Phonics/ GPS	Daily phonics session using Letters & Sounds				Daily GPS session		Daily GPS session					
French					/	/	/	/	/	/	/	/
Maths	See Harbinger Maths Framework											
Science	Animals including humans Human body parts 5 senses (See 2.1)	Everyday materials Identification, properties & comparison	Everyday materials Suitability of use Changing shape: e.g. squashing	Plants Function of parts Requirements for life Pollination & seed dispersal	Light Light to see Reflection Danger of sun Shadow formations and patterns	Animals including humans Digestion, food chains & teeth	Electricity Appliances circuits Conductors & insulators	Living things and their habitats Lifecycles incl. reproduction Animals including humans Changes in humans Space pictures: Mixed media (chalk, pastels, charcoal)	Properties and changes of materials Compare & group by property Fair testing: use of materials	Animals incl. humans Circulatory system, lifestyle, nutrients and water Pulse rate investigations	Living Things & their Habitats Characteristics & classification Evolution & Inheritance	Design: Masks inspired by ancient civilization Sculpture in clay Coding: 6a
Art & Design	Drawing: Self-portrait Sculpture: Clay			Art Techniques Mixing primary colours - watercolours Silhouette	Developing a sketch book Use of mixed media Natural sculptures		Portraits Mixed media Hieroglyphs					
Computing	Online safety Search effectively	Data handling: Birthday months Use technology to organise content: 2SimpleGraphs	Online safety Search effectively		Online safety Search effectively	Coding: Unit 3a	Online safety Search effectively	Coding: Unit 4a Beebot Daisy Dinosaur	Online safety Search effectively	Collecting and presenting data Book Creator	Online safety Search effectively	Coding: 6a
iPads to support learning across the curriculum												
Design & Technology		Design, make, evaluate: Pop-up cards	Designing & making Textiles: Sewing a toy: cutting & joining								Cooking and Nutrition - Make: Healthy diet & presentation	
Geography	Skills & Fieldwork: Study of school & area Simple maps				Place Knowledge Geographical similarities and differences - UK		Locational knowledge Egypt		Locational Knowledge Comparison between N & S hemisphere Blooming Rainforests Maps/atlasses	Human Geography Settlements, land use, resources Skills & fieldwork Maps/atlasses	Human & physical The Americas - study of region within	
History	Awareness of past: Common words & phrases/ Chronology from birth When I Was Born		Changes in living memory: Children's Toys in Britain	Significant event (Fire of London) & local person (Pepys)		British History Study Crime and Punishment Guy Fawkes	Ancient Egypt: In depth study: achievements of earliest civilisations		Viking & Anglo-Saxon struggle for the Kingdom of England		Benin 900 AD: Non-European society to contrast with British history: early civilisation	
Music	Singing in class	Create & compose with others: Eid / Christmas song	Playing un-tuned instruments	Singing rounds Chants & Rhyme Baroque music	Recorders		Viols		Continuers (viols)	Continuers (viols)	Continuers (viols)	Continuers (viols) Drumming
P.E.	Balance of Dance, Gymnastics, Athletics & Team Games over the year: 2 hours each week - see class forecasts for half termly details 1 half term of yoga per year & at least one opportunity for unit of professional THYFS coaching											
R.E.	What does it mean to belong to a faith community?	How and why do we celebrate special and sacred times?	Who is a Muslim and what do they believe?		What does it mean to be a Christian today?		Why are festivals important to religious communities?					What do religions say to us when life gets hard?
PSHE	Aspirations What Will I Be? RR - Class charter For Every Child E.I. - Conflict res. The Feelings Book SRE: Growing & Caring for Ourselves (C Winter)	Growth Mindset Oh No, George!	Aspirations When I Grow Up RR - Class charter For Every Child E.I. - Conflict res. Where The Wild Things Are SRE: Differences (C Winter)	Growth Mindset Graffiti Can't Dance	Aspirations When I Grow Up RR - Class charter For Every Child E.I. - Conflict resolution My Many Coloured Days	Growth Mindset The Lion & The Mouse	Aspirations RR - Class charter For Every Child E.I. - Conflict resolution The Huge Bag of Worries SRE: Growing up (C Winter)	Growth Mindset The Smoosh & The Sailor	Aspirations RR - Class charter I Have the Right to be a Child E.I. - Conflict resolution The Bad-Tempered Ladybird/ The Day the Crayons Quit	Growth Mindset The Lorax	Aspirations Oh! The Places You'll Go RR - Class Charter We Are All Born Free / Dreams of Freedom E.I. - Conflict resolution	Growth Mindset Charlotte's Web The Dot Ish The Most Magnificent Thing
Experiences	Theatre		Museum of Childhood	Monument	Wood/ Forest	Science Museum Shadow Puppet show	British Museum Magic Lantern	Cinema	Ecology Park	British Museum	Cambridge University	Writers' Journey



# SEND Policy

## Aims

- We aim to create an educational community where high standards of learning and teaching enable all children to develop as purposeful, independent learners.
- Our school should be a safe and inspiring place for all within it, where mutual respect and cooperation flourish.
- We deliver the National Curriculum in a manner that motivates children to achieve highly, reflect on their progress and value their own success.
- We ensure each child has access to the whole curriculum in order to promote equality of opportunity.
- We work in partnership with parents and carers, other professionals and outside agencies in order to ensure the individual's needs are fully met.
- Our approach to Education aims to ensure that all children make good progress whatever their individual starting point and needs.
- We set suitable learning challenges.
- We respond to pupils' diverse learning needs.
- We overcome potential barriers to learning and assessment for individuals and groups of pupils.

## Objectives

- To provide a clear and consistent approach for all children and to ensure a positive, supportive, and appropriate response to their needs.
- To maintain clear procedures to ensure the assessment of children with SEND informs planning and promotes progress and achievement.
- To ensure that all procedures are regularly monitored and that planning and record keeping reflect classroom practice.
- To work in partnership with parents in order to maximise support for the child.
- To use Special Educational Needs resources appropriately, ensuring value for money.
- To meet the needs of Staff INSET in relation to the needs of our school.
- To respond appropriately to children's voice and ensure that they are consulted and involved in the learning process.
- To plan strategically to meet the needs of pupils with SEND





## Pupil Premium

At Harbinger we are committed to ensuring *all* children achieve to the best of their ability and, in keeping with our school aims, develop into confident individuals, successful learners and valuable citizens. In order to achieve this, we use research and evidence to support decisions on how the money can be spent in order to secure best value and the most beneficial outcomes. We refer to the [Education Endowment Foundation Teaching and Learning Toolkit](#), the 2015 [Pupil Premium Summit Report](#) and [“Supporting the attainment of disadvantaged pupils: articulating success and good practice”](#) November 2015.

We monitor impact to assess effective expenditure.

We understand that children may still be disadvantaged whilst not eligible for the pupil premium and that not all children who are eligible for pupil premium are disadvantaged. We are an inclusive school with high expectations of all children, and committed to ensuring equal access to excellent education for all.

1. Summary information					
School	Harbinger School				
Academic Year	2017-18	Total PP budget	£207,240	Date of most recent PP Review	
Total number of pupils	352	Number of pupils eligible	157	Date for next internal review of strategy	April 18

2. Current attainment (Summer 2017) - Impact 2016-17							
	Pupils eligible for PP (Harbinger)		Pupils not eligible for PP (national average)			Pupils eligible for PP (Harbinger)	Pupils not eligible for PP (National)
% achieving expected	At	Greater depth	At	Greater depth	% achieving expected standard or above in	45%	Awaiting data
Reading	48%	21%			Progress in reading	-0.4	
Writing	67%	6%			Progress in writing	+1.1	
Maths	70%	12%			Progress in maths	+0.5	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Speech and Language (Oracy)
B.	Support at home
C.	Wider experiences
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Poor Attendance and punctuality

4. Desired outcomes - that students in receipt of Pupil Premium have similar opportunities and experiences to pupils who are not.		Success criteria
A.	A good level of well-being: Well-fed, happy, access to appropriate support etc	Children continue to report they are happy in school. (Leading to) Raised progress and attainment.
B.	Developing speech and language: Using training, Speech therapists and support staff	Better oral language and breadth of vocabulary. (Leading to) Better communication skills in speaking and writing.
C.	Wider experiences ensuring broad curriculum including learning an instrument, extra swimming, outings, visitors, residential etc.	Able to develop creativity and breadth of experience (Leading to) Understanding and development of interests. Developing independence.
D.	Closing the gap further in assessed learning (Reading, Writing, Maths) between Pupil Premium and 'Other' pupils	PP data in end of year assessments.

5. Planned expenditure					
Academic year	September 2017-July 2018				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All staff well-trained - good subject knowledge	Training and Inset	Curriculum expectations, understanding pedagogy + assessment *EEF meta-cognition (+8)	CPD / teacher feedback Monitoring across school	DHT	July 2018
Wider Experience: Access to broader experiences/ participation affordable	Music - violins and continuers (Y4/Y5)	Ensuring all pupils have access to broader experiences e.g.1:1 music tuition, arts/ cultural events etc Outdoor learning EEF (+5)	Monitoring (SLA) Standards reached	HT	
	Arts events, work-shops, author visits, theatre, outings, School residentials (Y3/4/5) etc		Pupil feedback	HT	
			Pupil Feedback	AHT	
Total budgeted cost i				£54,500	
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Well-being: Attendance and punctuality	Breakfast Club/ subsidised for Pupil Premium families	Being at school - ready to learn A. Smith - Accelerated Learning	Improving attendance, unauthorised absence and punctuality	DHT	End of academic year
Catch-up for mobile and pupils with gaps	Additional TAs	EEF (+5)	End of year assessments	HT	
Participation in extended school - arts/ sports/	After school clubs Boosters	Small Group tuition EEF (+4)	Pupil feedback Attendance	AHT	
Participation in extended school (where costs may prevent)	Residential visits + grants	Outdoor learning EEF (+5)	High numbers of pupils attending Pupil feedback	HT	
Well-being: Removing barriers to learning	Learning Mentors	Behaviour Interventions EEF (+4)	Learning mentors outcomes (early intervention)	SENCo	
Better oral language/ speech and language developed	Speech and Language support (SP)	Oral Language interventions EEF (+5)	Therapist/ staff and parent feedback	SENCo	
Total budgeted cost ii				£104,000	
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Well-being: pupils to have space and time when anxious	Counselling	Social and Emotional EEF (+4)	Reports from counselling service	SENCo	End of academic year
Well-being: Family - Early intervention	School Social worker	Early Intervention EEF (+5)	SSW report (impact statement)	SENCo	
Well-being: Family support and learning. Parent Engagement	School-Home Support	Ofsted	SHS report (impact statement)	AHT	
Total budgeted cost iii				£49,000	
Total budgeted cost				£207,500	

# Pupil Outcomes

## EYFS

	School	Nat	TH
GLD	62%	71%	69%

## Year 1/ 2 Phonics Check

Phonics Check	Year 1	National	Tower Hamlets
Year 1	73%	81%	82%
Year 2 Retakes	67%		

## Year 2

KS1 SATs	School	Nat
Reading (at ARE)	61%	76%
Reading GD	23%	25%
Writing (at ARE)	50%	68%
Writing GD	11%	16%
Maths (at ARE)	68%	75%
Maths GD	18%	21%
Science (at ARE)	73%	83%
Combined (at ARE)	45%	64%
Combined GD	9%	11%



### Year 6

KS2 SATs					Teacher Assessments
	School	APS	National	APS	School
Reading at	55%	101.9	71%	104.1	80%
Reading GD	26%		25%		-
Writing at	69%	100.7	76%	101.1	69%
Writing GD	14%		18%		14%
GPS at	76%	105.5	77%	106	-
GPS GD	29%		31%		-
Maths at	74%	103.3	75%	104.2	76%
Maths GD	17%		23%		-
Science	74%		81%		-
Combined at	52%	102.6	61%	104.1	62%
Combined GD	7%		9%		-

### Progress (KS1>KS2)

Reading	Writing	Maths
0.6	1.5	1.2



## Ofsted Results

Inspection dates 12–13 April 2016

Overall effectiveness - Good	2
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### Main Findings

School leaders have secured good improvements since the previous inspection.

They have a comprehensive knowledge of the school and its pupils. Consequently, leaders have identified the correct areas for further improvement.

- Governors have an insightful knowledge of the school and rigorously hold school leaders to account.
- The quality of teaching, learning and assessment is good. Teachers have high expectations of pupils and design learning activities that closely match pupils' learning needs. As a result, current pupils are making good progress.
- Pupils who have special educational needs or disability make good progress. They are supported well by teachers and teaching assistants who have a good understanding of their needs.
- Pupils are happy and say that they enjoy coming to school. They are safe and know how to stay safe. The school curriculum is skilfully organised and prepares pupils well for life in modern Britain.
- Pupils from a wide range of backgrounds play and learn harmoniously, which contributes to the school's strong community ethos.
- Children in the early years unit enjoy a wide range of exciting learning experiences. They make good progress and are prepared well for their learning in Year 1.
- Work to promote pupils' spiritual, social, moral and cultural development is a strength of the school

### Further Improvements Needed

It is not yet an outstanding school because:

- Pupils do not securely apply their knowledge and understanding of spelling, grammar and punctuation to their writing, including in subjects other than literacy.
- Teachers do not share the same high expectations of pupils' written work and handwriting. Occasionally, expectations of what children can achieve in the early years are not high enough, particularly in the application of phonics (the sounds that letters make) into writing.
- Attendance is improving but is still below average.

**What does the school need to do to improve further?**

- Improve the quality of teaching, learning and assessment so that pupils make outstanding progress by ensuring that:
  - pupils use their knowledge and understanding of spelling, grammar and punctuation in writing across the curriculum
  - pupils further improve their handwriting to raise the overall presentation of their work
  - teachers give children opportunities to fully extend their writing skills and application of the sounds letters make (phonics) in the early years by providing consistently high levels of challenge, particularly for the most able.
- Continue the drive for good attendance by working closely with parents to ensure they understand the importance of regular attendance.



## Financial Statement

The School has a good record of careful budget management and, despite the financial difficulties facing schools in the current economic climate, is anticipating a budget surplus close to 5% at the end of its financial year, March 2018.

The governors are keen to earmark some funds to redevelop the recently vacated premises managers house into space that will more directly support the school's activities.

Harbinger School is part of Tower Hamlets Grouped School PFI.



## Governors at Harbinger Primary School

Katy Bennett-Richards - Chair of Governors

Kris Cawood - Vice Chair of Governors

Mandy Boutwood - Headteacher

Cathy Booth

Corinne Greenslade

Edmund Miller

Kiran Rahman

Stephen Purse

Vaughan Pilikan

Martin Young

Blair Wright

Raphael Richards

The governors act as an important link between the school, Tower Hamlets Education Authority and the local community. We are ultimately responsible for the running of the school. Although we delegate the day-to-day running of the school to Ms. Boutwood, we have ultimate responsibility for the curriculum, resources spending and appointment and dismissal of staff.

## Staff at Harbinger Primary School

<b>Headteacher</b>			<b>Mandy Boutwood</b>
<b>Deputy Headteacher</b>			Matthew Warhurst
<b>Assistant Headteacher</b>			Gemma Caller
<b>Individual Needs Co-ordinator</b>		SENCO	Jubeda Ahmed
<b>Foundation Stage</b>	Early Years Unit (Nursery & Reception)	Support	Jackie Garner (Foundation Stage coordinator)
		Sunstone	Jade Ellis
		Moonstone	Vicki Frodsham
		Starstone	Susan Butcher
	NN/ NNEB		Sue Lysfjord Tina O'Shea Laura Winzar Zaiton Haron (maternity leave)
	Year 1	Opal	Eddi Miller (LKS1 Phase coordinator)
	Year 1	Turquoise	Abider Mizabin (NQT)
	Year 2	Amber	Tom Bem-Hodgkinson
	Year 3	Topaz	Hayley Hatfield (LKS2 Phase coordinator)
	Year 3/4	Diamond	Fiona Keogh
<b>Lower Key Stage Two</b>	Year 4	Sapphire	Jessica Massey
	Year 5	Ruby	Laura Craig
	Year 5	Jade	Emily Fawcett

<b>Upper Key Stage Two</b>	Year 6	Jet	Corinne Greenslade (UKS2 Phase coordinator)
	Year 6	Emerald	Rachel McCormack-Bland
<b>Support Teachers</b>			Pauline Suarez (part time) Azmina Vaid Luke Shuttleworth (part time) Leona Tran (part time) Grace Wilson (maternity leave)
<b>School Social Worker</b>			Joy Majasi
<b>Learning Mentors</b>			Shahera Begum Uddin (part time 0.4) Annie Pearson (part time 0.4)
<b>Teaching Assistants</b>			Syeda Ali Karen Anderson Rahena Banu Asma Begum Chima Begum Halima Begum Milara Begum Rabia Begum Shajia Begum Hepzibah Boutwood Danielle Cauchi Salima Chowdhury

			Lauren Davis (midday meals supervisor) Jackie Hoey Rumana Hoque Alima Khanom Dipali Khanom Russi Khanom Shafia Khatun Jeanette Myers Nazmin Rahman (Amrana) Husheana Sheikh Laura Short Chris Smith Sean Wall Shantalle Williams
<b>Primary Helpers</b>	FS		Rina Sen
<b>School Office</b>	Office Manger Finance Officer Receptionist		Ana Cavic Claire Barry Lima Begum
<b>Home School Liaison</b>			Marina Shaftoe (SHS)
<b>Premises Manager</b>			Tony Borg

## Results from Staff Survey 2017 (NFER)





# Headteacher Job Description

## Salary:

L18 to L24 (£66,637 to £76,017)

## Duties:

This job description is subject to the general conditions of service for a Headteacher as set out in the current School Teachers Pay and Conditions Document. This job description is based on the National Standards for Headteachers.

## Main Purpose:

The Headteacher will work with the Senior Leadership Team (SLT) to provide professional leadership, vision and strategic direction for the school in order to ensure the highest quality of education for all its pupils in all areas of learning, through the following key areas:

### Leadership and Shaping the Future

1. To uphold the school values of togetherness, wellbeing and learning.
2. To share vision and strategic direction which inspires and motivates pupils, staff, governors and all other members of the school community.
3. To promote and maintain a school culture based on emotional intelligence.
4. To work with staff and the Governing Body to produce a school improvement plan which identifies priorities and targets based on robust school self –evaluation.
5. To monitor, review and evaluate the work and organisation of the school to ensure effective implementation of policy and practice.
6. To develop leadership capacity at all levels.
7. To promote the development of teamwork and collective responsibility.
8. To ensure the development, management and leadership of the School, placing pupils at the centre of all decisions.
9. To lead and promote inclusive practice
10. To regularly review own practice, set personal targets and take responsibility for own personal development.
11. To manage own workload and that of others to encourage an appropriate work/life balance.
12. To promote a learning community which provides and values continuous professional development for all staff.
13. To create an environment where pupils are given the opportunity to expand their horizons beyond their previous experience.

### Leading Teaching and Learning

1. To be the Lead Learner in the school.
2. To promote an ethos of high expectations for all pupils regardless of their ability or background.
3. To promote a successful learning culture that will enable pupils to become effective, enthusiastic, independent learners committed to lifelong learning.
4. To champion creative, responsive and effective approaches to teaching and learning.

5. To promote high expectations of teaching and monitor and evaluate its effectiveness on learning outcomes.
6. To develop and oversee the regular review of a broad, balanced, flexible, creative and differentiated curriculum designed to involve, engage, challenge and stimulate.
7. To implement strategies which are seen as consistent, firm and fair and that secure high standards of good behaviour, punctuality and attendance.
8. To identify and provide for the specific needs of all pupils in line with the SEN Code of Practice and the Disability Discrimination Act.
9. To promote and celebrate the positive benefits of living within a culturally and ethnically diverse society.
10. To maintain and develop effective systems of planning, assessment and record keeping, sharing effectively with parents/carers and pupils.

### **Managing the Organisation**

1. To manage the schools financial and human resources effectively, in conjunction with the school's governors, to achieve the school's priorities.
2. To agree, set and monitor budgets, allocate funds and ensure systems are in place for effective administration and control of the budget.
3. To recruit, retain and deploy excellent staff to achieve the vision and goals of the school whilst being mindful their workload.
4. To delegate the responsibilities of the Senior Leadership Team to ensure the effective running of the school.
5. To develop and maintain effective strategies and procedures for staff induction, professional development and appraisal.
6. To ensure that learning is at the centre of strategic planning and resource management.
7. To monitor and evaluate standards of teaching in the classroom and provide constructive feedback and relevant support.
8. To challenge underperformance at all levels and ensure effective support and, where necessary implement appropriate procedures.
9. To treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture and foster and facilitate team work.
10. To lead and motivate staff to ensure that they have access to suitable advice, education and training appropriate to their professional needs as identified through performance management and the priorities identified in the School Improvement Plan.
11. To ensure that the local authority and the school's equal opportunities and race equality policies are followed and actively pursued.
12. To manage and organise the accommodation to ensure that the school buildings meet the needs of the curriculum provided and health and safety regulations.
13. To use and integrate a range of technologies to effectively and efficiently manage the school.
14. To designate a member of the senior leadership team with leadership responsibility for the Headteacher's function when the Headteacher is absent.

### **Strengthening the Community**

1. To maintain and develop the school culture and curriculum which takes account of the richness and diversity of the school community.
2. To maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
3. To communicate effectively at all levels with all stakeholders.
4. To continue to seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
5. To promote the positive strategies already in place, for challenging prejudice and dealing with racial harassment and other discriminatory practices or behaviour.
6. To work with the Governing Body providing information, objective advice and support to enable it to meet its responsibilities.
7. To develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
8. To promote the positive and mutually supportive relationship linking home and school in a working partnership, ensuring parents/carers are fully informed about all matters relating to the education of their children.
9. To share effective practice working in partnership with other schools and promoting innovative initiatives.

### **Safeguarding**

1. To have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding legislation and any policies as adopted by the school and local authority.
2. To be accountable for child protection and ensuring that the welfare and safety of pupils is promoted and safeguarded.
3. To prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children, initiating the management of cases involving actual or potential abuse or violence where needed.
4. Be aware of and update staff as appropriate to comply with current legislation and policies affective practice e.g. Children's Act, National Service Framework, Child Protection Procedures, Health and Safety and Data Protection.

### **Health and Safety**

1. To work in compliance with the school's health and safety policies and under the Health and Safety at Work Act (1974) ensuring the safety of all parties with who contact is made, such as members of the public, in premises or sites controlled by the school.
2. To ensure compliance of procedures are observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.

**Data Protection**

When working with computerised systems to be completely aware of responsibilities at all times under the Data Protection Act 1998 for the security, accuracy and significance of personal data held on such systems.

**Harbinger school is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.**

## Person Specification

	Criteria	
Qualifications	Qualified Teacher status	E
	Graduate level qualification	E
	Completed NPQH (except substantive Headteachers in post before April 2004)	D
	A record of recent and relevant in-service training	E
Experience	Proven successful leadership at senior level in a primary school as a Head Teacher or Deputy Head or equivalent.	E
	Experience of working in an urban setting.	D
	Experience of working in a culturally diverse community.	D
	Experience of working effectively with the school community and external partners.	E
	Experience of developing a differentiated and creative curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs.	E
Leadership/ shaping the future	Ability to innovate and find creative solutions, and to communicate a vision to inspire and motivate all stakeholders.	E
	Be emotionally intelligent, and have a commitment to the well-being and development of the whole child	
	Proven track record of the ability to raise significantly the academic and personal achievement of all pupils.	E
	Evidence of the ability to promote a positive, sensitive and caring ethos and pride in the school and its physical environment together with high standards of achievement and behaviour.	E
	Excellent interpersonal and communication skills, both oral and written.	E
Leading Teaching and Learning	Knowledge and understanding of how to raise standards of learning across the school and a proven track record in doing so.	E
	Excellent knowledge of the current major curriculum issues and recent educational developments and legislative changes, together with their significance for the leadership of a primary school.	E
	Ability to use, analyse and monitor pupil assessment data to identify needs and trends to promote an appropriate level of challenge to all pupils.	E

	Demonstrate a commitment to providing choice and flexibility in learning to meet the individual needs of every child	E
	An ability to acknowledge excellence and challenge poor performance across the school.	E
	A proven commitment to an inclusive education which addresses the needs of all learners in a diverse community.	E
	A clear vision for consistent systems and procedures which bring about effective behaviour management.	E
Managing the Organisation	Knowledge of legal issues relating to managing a school including equal opportunities, race relations, disability, human rights and employment legislation.	E
	The ability to use performance management and line management to secure accountability and improve performance.	E
	Proven track record in working collaboratively and building, leading empowering and developing effective teams.	E
	Evidence of the ability both to delegate and work in collaboration, and to establish robust systems to monitor implementation and impact.	E
	The ability to prioritise tasks, make informed decisions and implement them in a flexible manner.	E
	An understanding of new technology and its role within the classroom and across the wider school environment.	E
	Experience and understanding of managing finance efficiently in accordance with benchmarking, financial management and best value principles.	D
	A commitment to continuing CPD for oneself and for all members of the school community.	E
	Evidence of a commitment to sustaining a safe, secure and healthy school environment, in accordance with Child Protection and safeguarding legislation.	E
Strengthening the Community	Proven ability to negotiate and consult effectively with pupils, staff, parents, governors, the LA and the wider community.	E



	Experience of developing and managing good communication systems, chairing meetings effectively and working in partnership with other agencies.	E
	A vision for governor, parent and community involvement in the life of the school and a commitment to creating and expanding community and global links.	E
	A willingness to engage the school community in self and external evaluation to better understand the strengths and weaknesses of the school.	E
	An unwavering commitment to acknowledge, celebrate and foster respect for the richness and diversity of the school's communities.	E
	Prepared to make a direct contribution to the broader life of the school and "go the extra mile" with a sense of humour.	E

E- Essential, D Desirable

Appointment to this post is subject to a satisfactory enhanced DBS check. This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.