



HEADTEACHER CANDIDATE INFORMATION



Edmund Waller
Primary School

WELCOME FROM THE CHAIR OF GOVERNORS

Thank you for your interest in the role of Headteacher at Edmund Waller Primary School. Our current Executive Headteacher is retiring at the end of the Spring Term after a long career, having led us for the past five years in an informal partnership with one other Lewisham Primary School. Her success, of which we are very proud, now offers us the opportunity to build on a very strong foundation and go forward as a stand-alone school into an exciting future. We are looking for an exceptional, inspiring and experienced individual, who will take pride and pleasure in leading our lovely school from good to outstanding.

We are proud to be a caring, inclusive school, very much at the heart of our community and well-known for its creative ethos. Our pupils represent the full diversity of this vibrant area of London.

We are a larger than average maintained two form entry school and nursery with 464 children currently on roll, with about a third having English as an additional language. About a quarter are eligible for Pupil Premium. Our staff team is dedicated and secure, supported and developed through a rolling CPD programme.

Governors, staff and parents all work together to enable all children at Edmund Waller to become happy and successful lifelong learners. Our school is a safe and inspiring environment with high expectations for behaviour for learning, progress, and attainment. Confidence and curiosity are fostered in a broad, creative and exciting curriculum.

Our challenge is to constantly improve through reflective practice and innovation.

We would like to invite you to visit our school, ideally on either the 18th or 19th January. Please contact our Office Manager Julia Costello, on 0207 639 0436 or by email j.costello@edmundwaller.lewisham.sch.uk, to arrange a suitable time.

Patrick White

Chair of Governors



“The staff work extremely hard to create an environment where risks can be taken, mistakes can be made and genuine learning uncovered.”

MEMBER OF EDMUND WALLER STAFF

“A true community school!”

EDMUND WALLER PARENT



ABOUT EDMUND WALLER

Overview

Edmund Waller is a vibrant primary school in inner London. Our community school has been at the heart of the Telegraph Hill area of New Cross (Lewisham) for over a hundred years. It is conveniently located for public transport within Zone 2.

We currently have 430 children in the main school, organised over 15 classes, with an additional 34 in the nursery. We are fortunate to enjoy a larger than average site, with lots of outside space for our children to use for learning and play. The classrooms of our Victorian buildings are large and bright.

Our pupils represent the full diversity of this area of London. Around 55% of our children come from ethnic minority backgrounds and around a third speak English as an additional language. Around a quarter of our children are eligible for Pupil Premium. Around an eighth of our children are identified as having special educational needs and/or disabilities.

Mission

Our mission is to ensure that all children experience a high-quality education, with breadth and depth, in an environment where they all feel safe and happy, so that they excel regardless of any barriers they may face.

Our Vision

To be a community that balances creativity, confidence, success and achievement; where teachers and children are fully engaged; where children succeed and are not afraid to make mistakes; where everyone takes part and does their best.

Our Values and Focus

Our children learn from a dedicated, experienced and dynamic staff team, who promote the ideals of independence,

responsibility and determination, alongside kindness and care, so that they can become happy and successful lifelong learners.

The children work hard within the context of a motivating topic-based bespoke curriculum, developing an appreciation of how learning is an investment in their future life choices. We encourage our children to celebrate their many achievements and to take responsibility for their own learning. We provide stimulating and creative learning experiences tailored for individual needs.

Breadth and Depth

We work tirelessly to maintain and further develop a broad learning experience for our children. We have a full-time music teacher who co-ordinates varied music and creative learning for all year groups. We use initiatives such as Shakespeare in Schools extensively as part of our focus on making learning immersive, experiential and memorable; never more so than on regular educational visits and memorable events, which are carefully planned to enrich and enhance the curriculum. Each term parents and carers are invited into school to see their children celebrate and reflect upon what they have learnt.

Extra Curricular

Most children choose to participate in the diverse and exciting extra-curricular activities (such as playing in our orchestra, learning one of the many languages on offer, or taking part in our highly successful girls' and boys' football teams).

"I'm always learning and it's really personal so I feel like I really matter" PUPIL



"We learn in a fun way"

PUPIL



Ofsted

Our last Ofsted (2013) recognised Edmund Waller's many strengths as a Good school.

"Pupils work and engage with each other well within lessons and in the lunch halls and outside spaces. Pupils are consistently polite and are eager to be successful in their work. They talk confidently about their learning and work well together to achieve the tasks their teachers set them."

The Edmund Waller Community

We are fortunate to benefit from a supportive and loyal parent community, who offer their energy, time and expertise in order to enrich the children's experience at our school. Examples include our unique orchestra of 60+ children, which is led and supported by professional musician-parents.

We have an active and forward-thinking PTA, which plays an important role in community building, fundraising and celebrating diversity. Every year we have a lively roster of PTA-organised events.

Parents say...

"Great School that benefits from thoughtful, intelligent leadership. Our kids get great care, and amazing extra-curricular support - from football to orchestra."

"So proud that my kids go to this school - really friendly place. They learn through stimulation not forced learning."

"My son is always happy to go to school"

Children say...

"In Year 6 we have so many opportunities, and our opinions really matter when our teachers make decisions so we feel noticed"

"When we burnt down our houses we got to see what [the Great Fire of London] was really like"

"My teacher makes me laugh, and maths and art are my favourite" (Year 2 pupil)

"I will be so sad to leave Edmund Waller, it's been a happy time for me." (Year 6 pupil)

"My teachers are very kind"

"I love maths"

Staff say...

"Our children have a lust for life! They are encouraged to explore and question, think and challenge and enjoy a curriculum that is far more than just the 3Rs."

"The school is a treasure box of learning, which gives our children a set of experiences that is both far ranging and constantly changing."

"The children here are different from other schools I work with, more confident and questioning. If I had children I would definitely want them to come to this school."

The Future

Since 2013 Edmund Waller has benefitted from a collaborative federation with Holbeach Primary School in Catford, under an Executive Headteacher. The school has made huge progress during this period. The retirement of our Headteacher offers the school the opportunity to move forward independently.

We are now focused on the improvements that will make our children's education outstanding, to enable them to achieve their individual potential.

Governors

Edmund Waller has an engaged, skilled and experienced Governing Body, made up of 12 members including staff, parents, local authority and co-opted governors. We offer experience in finance, education and curriculum development, governance, leadership development and HR. We are committed to supporting the success and wellbeing of all our staff. Together with the local authority, we will support the new Headteacher to ensure a smooth transition.

"I love going to school"

PUPIL



HEADTEACHER JOB DESCRIPTION

Headteacher – Group 3 range L22- L24a (£73,464 – £76,017)

with an additional annual allowance of up to £9,792 depending on skills and experience.

The Headteacher is accountable to the Governors as the principal professional of the school. The Headteacher is responsible for the leadership, management and day to day running of the school.

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 and the National Standards for Headteachers.

Purpose

- Provide professional leadership for Edmund Waller School, promoting the highest possible standards in order to maximise the levels of attainment for all pupils in a caring environment.
- Create, implement, maintain and evaluate a strategic improvement plan with the full involvement of staff and governors, underpinned by sound financial planning and management.
- Agree a shared vision and ethos and major objectives for the school with the Governing Body and ensure that this is clearly articulated, understood and acted upon by all members of the school community.

Leadership and Management

- Challenge and provide inspiration, motivation, vision and purpose to staff, pupils, governors, parents and carers.
- Lead by example, value and inspire the staff, and create a shared commitment and responsibility for the school through collaborative teamwork, distributed leadership and professional reflection, which positively embraces change and progression.
- Manage and monitor finance and resources effectively and ensure they are efficiently linked to school priorities.

- Develop and maintain effective strategies and procedures for recruitment, induction, professional development, performance review and retention of staff.
- Establish rigorous, fair and transparent systems and measures for performance management of all staff, valuing excellent practice, addressing any under-performance, and supporting staff to improve.
- Review annually the professional development of all staff at the school and report progress and actions to the Governing Body.
- Demonstrate effective communication, orally and in writing, to a range of audiences.
- Lead, consult on, and monitor the development of all school policies and practice to define the work and organisation of the school.
- Manage the school environment effectively and efficiently, ensuring that it meets both curricular and health and safety requirements, and is maintained and enhanced, as resources allow, as an important part of the school's overall offer and experience.



- Develop and maintain a broad range of extra-curricular activities across the school, to support diversity, inclusion, and challenge to children.
- Actively promote and celebrate the positive benefits of living within a culturally and ethnically diverse society.

Pupils

- Ensure the highest standards of achievement for pupils across the full range of abilities and needs via high expectations and a curriculum designed to support, challenge and stimulate.
- Promote the need for personalised learning, equipping pupils to take responsibility for learning independently.
- Promote positive and responsible pupil behaviour based on expectations of mutual respect.
- Identify, and provide for, the specific needs of all pupils, including disadvantaged pupils, taking account of current legislation (including the SEN and Disability Code of Practice 2013 and the Equalities Act 2010) so that all staff and the Governing Body are able to carry out their responsibilities.
- Ensure that all pupils receive equal access to high quality, creative education, which encourages and challenges them to develop an ongoing love of learning.

Teaching and Learning

- Demonstrate and articulate high expectations and set stretching and challenging targets for all staff and pupils.
- Inspire and support every member of staff to deliver quality first teaching for every pupil.
- Promote and facilitate teamwork amongst staff, pupils and parents, including the sharing of effective classroom practice.
- Monitor, evaluate and develop the standards of teaching and learning.

- Maintain and develop effective systems of planning, assessment and record keeping in order to track and improve outcomes for all pupils, to ensure high standards and optimum achievement for each pupil, addressing any barriers to learning that the children may have.
- Create a culture of reflection and continuous improvement and development for every child and adult.
- Lead, develop, monitor and evaluate the curriculum to ensure a creative, broad and relevant approach for every child that stimulates enjoyment and commitment to learning.
- Actively engage with other schools, to support joint learning and to secure appropriate and effective use of resources.
- Ensure that learning is linked to the wider community to prepare children to be active and engaged citizens of society.

Developing Self and Working with Others

- 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.
- Manage own workload and that of others to allow an appropriate work/life balance.
- Treat people with fairness, dignity and respect, to maintain a positive and inclusive culture.
- Develop and maintain effective partnerships with other primary and secondary schools, the local authority and other agencies and sources of good practice, to further pupil welfare and achievement.

Accountability

The Headteacher will be accountable for the efficiency, overall performance, culture and effectiveness of the school to the

Governing Body; and to pupils, parents, staff, the Local Authority and the wider local community where appropriate. The Headteacher will:

- Ensure individual staff roles and responsibilities are clearly defined and agreed and are subject to rigorous appraisal, review and evaluation.
- Promote a culture of self-evaluation and reflection amongst the whole school staff so that they feel accountable and engaged in the performance of the school.
- Provide accurate, timely and appropriate accounts of the school's performance and progress to a range of audiences, to enable them to undertake their role effectively. This will include the Governing Body, parents, local authority, and Ofsted.
- Maintain and further develop effective systems for communicating with pupils, parents, staff and governors, to create a culture of clear expectations, openness and transparency
- Ensure all legal requirements for health and safety, maintenance and financial management are fulfilled, including risk assessment.
- Consult regularly with the Governing Body and provide all necessary information in good time.
- Advise and assist Governors so that they fulfill their responsibility for raising standards of educational achievement in an effective and efficient school.

- Ensure the timely implementation of the decisions of the Governing Body.

Equal Opportunities

The Headteacher will be responsible for implementing the Governing Body's policy on Equal Opportunities and inclusion for all staff and pupils. The Headteacher will:

- Ensure that equality of opportunity is placed at the heart of all school activities and that any barriers to educational achievement are identified and addressed.
- Ensure equality of opportunity in the appointment and promotion of all staff.
- Maintain and promote active strategies, which value the diversity of the school community and ensure the provision of equal opportunity and fair treatment, regardless of social advantage or disadvantage, race, disability, religion, gender or sexual orientation.

Safeguarding and Promoting the Welfare of Children

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Headteacher will:

- Provide a calm, safe and well-ordered learning environment, where all pupils can achieve well and feel safe and where staff and pupils are focused on safeguarding.
- Ensure that all statutory and advisory duties regarding safeguarding and child protection are in place and robustly monitored.

“Our environment is outstanding. Climbing frames, football cages, established trees, vegetable beds and a real feeling of space... the school is a sanctuary amongst the bustle of city life.” MEMBER OF

EDMUND WALLER STAFF



PERSON SPECIFICATION

Job Title: Headteacher Accountable to: The Governing Body

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

REQUIREMENTS	FORM OF ASSESSMENT	
	Application / Statement	Assessment / Interview
Qualifications		
1 Degree and qualified teacher status	✓	
2 NPQH or other relevant professional qualification (desirable)	✓	
3 Proven commitment to professional development in leadership and management	✓	
Experience		
4 Senior leadership experience as an existing Headteacher or as an exceptional Senior Leader, and experience of teaching across the primary curriculum	✓	
5 Proven track record of leading school improvement and raising standards	✓	✓
6 Experience of applying up to date knowledge of safeguarding children	✓	✓
7 Experience of, and commitment to, working closely and collaboratively with the Governing Body to develop and implement a shared vision	✓	
Qualities, Skills & Knowledge		
8 A positive and resilient individual, who can work under pressure – both educational and financial, with drive, vision and integrity		✓
9 Can demonstrate highly effective management skills to ensure that resources – financial and otherwise – drive the continuous improvement of teaching and standards of learning for all pupils	✓	✓
10 Is passionate about quality first teaching, ensuring that a clear and rigorous system is in place for self-evaluation, actions for improvement, and monitoring of all staff	✓	✓
11 Is committed to providing an engaging, rigorous, broad and relevant curriculum and a stimulating and successful extra-curricular activities programme	✓	
12 Can use, analyse and monitor pupil assessment data, benchmarks and feedback to identify needs and trends, in order to promote an appropriate level of challenge to all pupils and can ensure whole-school accountability for pupil outcomes	✓	✓
13 Has a well-informed commitment to inclusivity and knows how to ensure that the needs of all learners are met	✓	✓
14 Understands the importance of, and has experience of, implementing strategies for behaviour for learning		✓

REQUIREMENTS	FORM OF ASSESSMENT	
	Application / Statement	Assessment / Interview
Leadership Capability		
15 Can lead change - able to collaboratively set an ambitious vision and inspire others to bring it to life		✓
16 Can motivate and inspire all stakeholders – pupils, staff, parents/carers and governors – to commit fully and engage with the school to enhance pupils' learning and development	✓	✓
17 Can provide leadership to all staff that is positive and motivational, and also courageous and consistent	✓	✓
18 Can identify excellent teaching practice and provide effective feedback to bring out the best in teaching staff		✓
19 Understands the relationship between performance management, continuous professional development (CPD) and sustained school improvement	✓	✓
20 Can lead rigorous, fair and transparent systems and measures for managing the performance of all staff with positivity and courage	✓	✓
21 Has experience of working successfully with external organisations, both educational and community based	✓	✓
22 Is approachable and can communicate and influence effectively, verbally and in writing, with all members of the school community and outside agencies		✓
23 Has been actively involved in developing and implementing ambitious targets and goals across the whole school, identifying priorities and evaluating impact	✓	✓
24 Can set clear standards for behaviour, and motivate and inspire pupils, staff, parents and carers, and governors, to be their best		✓
25 Has a well-informed passion for diversity and inclusion, and experience in bringing that to life in the context of school leadership	✓	✓

LEWISHAM EQUAL OPPORTUNITIES POLICY STATEMENT

Lewisham Council is committed to equal opportunities both in the provision of services and as an employer. The seriousness of this commitment is reflected in the Council adopting equal opportunities as one of its core values.

EQUALITY of opportunity for all sections of our community and workforce is an essential value for this Council. This means recognising the inequalities which people suffer and take action to reduce them. Everyone has a role to play in ensuring fairness towards colleagues and the community.

This commitment is integral to the provision of any service and the employment conditions of each and every member of staff. We expect all our staff to promote equality in the workplace and in the services we deliver. In this way, the Council can redress inequality.

Equal opportunities means access to jobs, services, information and participation for everyone. We recognise that because some groups of people experience prejudice and discrimination that to make opportunities really available we have to make an extra effort. We mention some groups in particular because they are the people who have commonly been disadvantaged. The Council's commitment to a fair deal for women, black people, lesbians and gay men, young people, pensioners and disabled people is a recognition of the difficulties and inequalities which these groups continue to face. The Council is committed to tackling class disadvantage and has a long history of providing services which improve the quality of life and life chances of working class people.

Lewisham Council exists to represent and provide services for all the people of the Borough.

Our equal opportunity policy requires that the Council recognises and respects cultural

and religious diversity and serves all sections of our local communities. Everyone should know what is available from the Council. Access to services will be based on need or entitlement. The Council will be open in its approach and make sure that we find out and take account of the views and experiences of our diverse community. The varied needs, expectations and culture of local people will be reflected in the range, sensitivity and relevance of our services.

In the context of pressures on resources and change, achieving equality assumes and even greater importance and requires even greater commitment. The Council is proud of progress made so far, is committed to protecting gains made and to developing new and innovative way of promoting and achieving equality of opportunity and outcomes.

What does our policy cover?

Council's Facilities and Services

Friendly, responsive and accessible services

Services need to be welcoming to all and able to understand and respond to a variety of needs and requirements. This means being prepared to adapt and change what we provide. For example, by providing multi-cultural meals for pensioners and in our schools; a multi-racial Under Fives service, catering for children with disabilities and special needs; a refuse collection which in general offers a kerb side collection but which provides a doorstep service for disabled people or pensioners requiring it; leisure facilities for working-class teenagers.

Services based on need

To make sure we have got it right, we need to know what the needs or requirements of the different groups are. This means

knowing about population trends and the numbers of the relevant groups for our services. It also means knowing the composition of the different age group by gender, race and disability and knowing the numbers of lesbians and gay men in our communities. It is vital to know the make up of the relevant target population so we can assess whether services are reaching all sections. This includes knowing about income levels in the Borough so that those most in need are receiving vital services and benefits.

Services for all

Our equal opportunities policies in employment are designed to lead to better services which are sensitive to the variety of needs and requirements in our local communities. We aim to give fair access to our services to everyone and this may mean making some special or separate provision. For example, we offer women-only leisure activities with some activities for black women in particular and leisure sessions for disabled people; we fund leisure groups and events for gay men and provide a day centre for black and ethnic minority pensioners; we provide 'second chance' education opportunities for working-class students. We also encourage all sections of the community to use the Council's facilities and services.

Consulting local people

We need to make sure that we know people's views and experiences of our services. This requires us to check that the groups we talk to regularly, such as tenants associations, are representative of a cross-section of local people. It also means making special or separate arrangements to consult various groups, perhaps using a range of methods, not just our traditional meeting format. This is in recognition of the fact that some of the established groups do not represent the different sections of the community. It is also a recognition that public meetings may provide access for the articulate middle class and disadvantaged working-class people.

Knowing who is using our services

Our policy framework also includes monitoring take up of service so we can check that target groups have access

and that use of Council services is in line with what we know about needs among different groups. Monitoring is not an end in itself but a means of checking how effective we are being and of then changing, adapting or targeting services.

Targeting resources

In a climate of defining resources, there will be difficult decisions to be made about resource allocation. Equal opportunities require us to make choices which reflect current needs rather than traditional ways of apportioning services. This means reviewing use to see that it is in line with needs and not simply continuing to deliver a service to the same group of people in the same way.

Information for everyone

Information about services is a crucial element of an equal opportunities framework. If it is not made available in an understandable form to all sections, then access to service is in practice restricted to those people "in the know." Information should be widely circulated, available in different forms and languages and encourage all groups to use the service. It also needs to make clear to everyone what determines access to services. Clear information about entitlement and about service standards is also important.

Representation

The Council is not just a provider of services, it is also a local government designed to give people a say in how their local area is run. All sections of our local community need to be able to identify with the Council and feel that they will be listened to. They also need to feel that they are represented in the decision-making process and have some influence on the policy makers. Our approach to co-options is a way of giving disadvantaged groups additional representation at committee level. Our approach to consultation is also part of giving local people greater influence.

Employment

In a service organisation like ours, the workforce is at the heart of our commitment to service quality and equality

of opportunity. The people who manage and provide the Council's services should reflect the diversity of our local communities. This will help us to respond sensitively and effectively to a variety of needs and preferences.

To achieve high quality services, we will do all we can to develop a committed and highly motivated workforce. This will involve excellent communications throughout our organisation; training and development for staff at all levels; and management leadership which sets clear goals and encourages participation. In recognition of the high standards we demand from our employees, the Council is committed to good employment practices including responsive, innovative and flexible working arrangements.

Every manager of a service has a responsibility to ensure that their service area reflects and develops the Council's equal opportunities policies. All targets and quality standards will take into account this policy statement.

Fair Recruitment

We need to show our commitment to equal opportunities in practice. This means fair selection which recruits people according to their ability to do the job and leads to a workforce which has a good cross section of people and reflects the makeup of our local communities.

Positive Action to equalise chances

We know that everyone in our society does not have an equal chance, and equal opportunities means taking steps to make up for this inequality. This can take the form of positive action, such as training, to give disadvantaged groups the knowledge and skills needed to be able to take up job opportunities. It also means removing

unnecessary educational requirements which disadvantage many people. This is particularly important to make sure that all jobs are open to all at every level and in every type of work in the Council.

A welcoming and comfortable workplace

Making all employees feel welcome and creating a safe environment is also part of equal opportunities. This is why we have a policy and procedure to deal with harassment, whether based on race, gender, sexuality or disability. We want all employees to know that everyone has the right to respect and that we will not tolerate behaviour which threatens groups or individuals.

Flexible work

We recognise that flexible work and career breaks and childcare support are important for equal opportunities. This is why we have maternity and nominated support leave, adoption and dependants' leave. It is why we have job share and want to develop new policies for flexible work patterns and child care initiatives such as our workplace crèche and childcare allowances. We recognise that women are more likely to bear the caring responsibilities and that equal opportunities will only be a reality if there is this kind of support. It is also a way of encouraging men to share responsibility for family care.

Valuing ALL employees

Showing that we value all staff, providing everyone with what they need to do a good job, creating opportunities to develop new skills and progress within the Council, are all important ways of demonstrating equal opportunities in practice. Our policies are designed to set a framework for managers to do this.

HOW TO APPLY

Dear Candidate,

Thank you for your interest in applying for the position of Headteacher at Edmund Waller Primary School.

The first step in this process is to complete our application form, attached to the ad. Please ensure you read through the Person Specification carefully. You will see that some requirements will be assessed by your application statement within the form, and others by the interview and selection day only.

Please provide specific examples to demonstrate how you meet all the criteria assessed by the application statement.

We would like all candidates to visit the school either on 18 or 19 January 2018, when our pupils, Headteacher and Governors will be delighted to show you around and answer any questions you may have.

Please contact our Office Manager, Julia Costello, on 0207 639 0436 or email j.costello@edmundwaller.lewisham.sch.uk to arrange a suitable time to visit.

The deadline for us to receive your application is midday on Friday 26th January. Please email your completed form to me, Patrick White, c/o Julia Costello, at the email address above.

Successful candidates will be invited to an interview and assessment day on either 7th or 8th February.

If you have any special requirements to enable you to fully participate in the application and/or selection process, or you have any questions regarding the application process, please contact me via Julia Costello and I will be happy to return your call.

We look forward to receiving your application,

Yours sincerely,

Patrick White, Chair of Governors.

“As a newcomer, I’ve felt so welcome here. The atmosphere is lovely. All my colleagues are happy, focused and calm.”

MEMBER OF EDMUND WALLER STAFF

