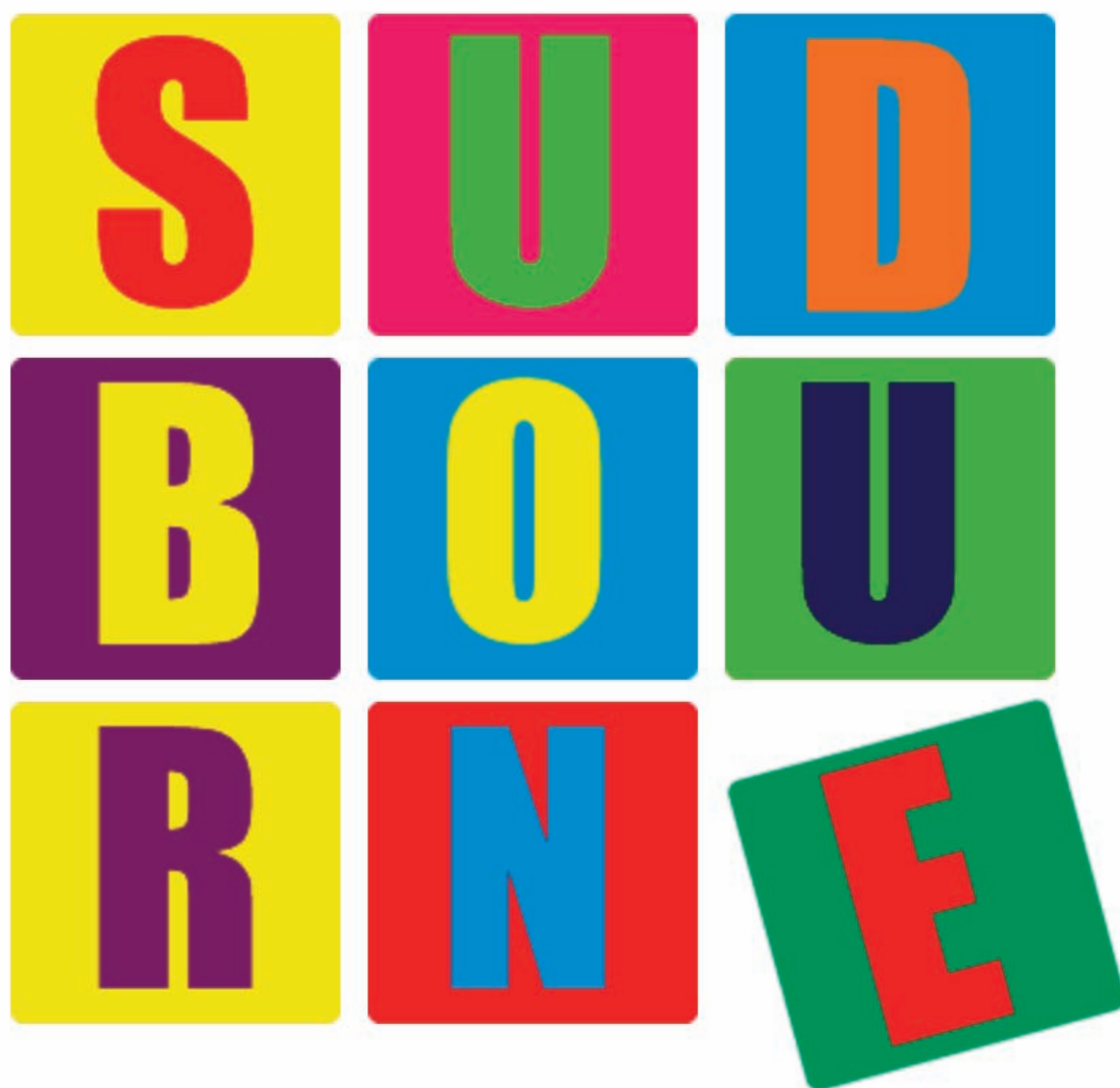


Headteacher APPLICATION PACK



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Sudbourne Primary School

Hayter Road
London SW2 5AP
020 7274 7631
www.sudbourne.com

February 2018

Dear Applicant

Appointment of Headteacher

Thank you for your interest in applying for the role of Headteacher. We hope that the application pack will give you a good understanding of the vivacity and diversity of our school. We strongly encourage you to come and see the school in action for yourself.

Sudbourne Primary School is currently a 1.5 form entry community primary school and nursery situated in the Borough of Lambeth. The school is currently undergoing expansion to 3 forms of entry across two sites (our current site and the former Livity School site on Mandrell Road). This is a really exciting opportunity to unite parents and the community around a brand new, bigger school.

The school serves, and will continue to serve, a socially, culturally and ethnically diverse community. We have high expectations of our pupils and want to ensure that we provide the best possible environment and education so that our children can reach their potential in both their academic achievements and their knowledge and experience of life. We have maintained outstanding levels of progress and achievement within the school and aim to enhance this even further when we expand and can reach even more children. The school has built strong partnerships with parents, local schools (we are part of the Windmill cluster) and the local authority.

We have a vibrant and inclusive school with a strong record of success. We are seeking to appoint someone with the vision to build on our successes and the commitment and talent to lead the school into its next phase. Throughout the process we will be looking for evidence of candidates' abilities to match the qualities and experience highlighted in the person specification.

Shortlisted candidates will receive further information to help them prepare for the interview. The interview process will comprise of a number of different elements. These are likely to include interviews focusing on different aspects of the Headteacher role, a presentation, an observed session with pupils and a series of tasks to evaluate your knowledge and skills. Visits to the school can be arranged by calling Anne Williams on 020 7274 7631.

We look forward to receiving your application.

Yours sincerely,

Hannah Sheehan
Chair of Governors



Sudbourne Primary School is a popular maintained 1.5 form entry school in Brixton, within the London Borough of Lambeth. We are a friendly, multicultural community school taking children from age 3 - 11 years. The wellbeing of our children is at the heart of our work and we have a reputation for developing and nurturing children both academically and pastorally. We ensure all children have the best opportunity to build their learning and self-confidence within a safe, diverse, creative, happy and stimulating learning environment. We have 344 pupils on our roll.

Our values

Our school values are built around aspiration, celebration, kindness, positivity and mutual respect. It is our mission that Sudbourne children leave the school with a strong sense of self, independence and an eagerness to learn. We want our children to have high aspirations, to be resilient and resolute and have very positive attitudes. We focus on equipping them with the skills to work hard, build the knowledge and talents they will need to play a full part in their communities and be responsible in a challenging world. This enables them to become self-confident, respectful and caring people who believe that nothing is beyond them. We value and proudly celebrate the diversity of the school community and nurture the wellbeing, self-confidence, sense of responsibility and self-esteem of all, within a safe and happy learning environment.

Our vision

At Sudbourne Primary School we are passionate about lifelong learning for all; we embrace change and look forward to the future with confidence and enthusiastically prepare children to make wise choices as they face the challenges of a rapidly changing world.

Our staff are enthusiastic, collaborative, inclusive and reflective in their work, ensuring that all children learn exceptionally well from their different starting points. They plan and deliver a curriculum that is broad and engaging, and this means pupils of all ages make rapid progress. Consequently, their attainment is high by the time they leave. We have high expectations of staff and through professional development enhance and specialise in particular skills to support the specific needs of our children. Our school was rated as 'Outstanding' by Ofsted in 2008 and we are looking to you as our new Headteacher to consolidate and build on this.

We hold to the values we share, providing guidance, help and support to realise our vision with integrity, honesty, professionalism and commitment as part of a team. We communicate clearly the vision and values of the school throughout our community and have great support from many people, including our parents, carers and governors. The support of the PTA has provided our children with additional resources, funding for educational visits and special visitors. This greatly supports our ability to provide a curriculum that is vibrant, meaningful and full of memorable experiences. We work together collaboratively to achieve the best and celebrate the successes of all.

For further information about our school, visit our website: www.sudbourne.com

Age range	3 - 11
Location	Lambeth
Type	Community
SLT Structure	Head, Deputy Head and two Assistant Heads
Number of Staff	Head plus 1 Deputy Head, 2 Assistant Heads, 1 SENCO, 14 full-time teachers, 2 part-time teachers; 37 Support Staff, 1 Business Manager and 1 Premises Manager
No of Children	344
School Awards	Ofsted Outstanding 2008 - 2009 Member of the Lambeth Teaching School Alliance Investors in People Gold Award and STARS accredited (bronze) for demonstrating excellence in supporting cycling, walking and other forms of sustainable travel.
% of FSM	33.9%
% of SEN	2.3%
% of EAL	40.7%
Foundation Stage 2017	68% of pupils left Reception with a good level of development (2016: 71%)
Key Stage 1 Results 2017	60% of pupils met the expected standard in all areas combined (2016: 55%) In Reading 73% of pupils met the standard or above, 24% achieved a higher standard (2016: 80% / 18%) In Writing 62% of pupils met the standard or above, 16% achieved a higher standard (2016: 58% / 9%) In Maths 73% of pupils met the standard or above, 20% achieved a higher standard (2016: 67% / 27%)
Key Stage 2 Results 2017	82% of pupils met the standard in all areas combined (2016: 61%) In Reading 98% of pupils met the standard or above, 41% achieved a higher standard (2016: 82% / 32%) In Writing 86% of pupils met the standard or above, 25% achieved a higher standard (2016: 73% / 14%) In Maths 91% of pupils met the standard or above, 18% achieved a higher standard (2016: 80% / 18%)
Progress between KS1 + KS2	Reading: +6.2 (2016: +4.3) Writing: +2.0 (2016: +0.5) Maths: +1.0 (2016: +1.4) NB: A positive score means pupils in the school, on average, do better at KS2 than pupils nationally with similar prior attainment at KS1.

Job title:
Headteacher

Scale:
Leadership
range L18-24
increasing to L27
following the
school expansion

Accountable to:
The Governing
Body

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

Main Purpose of the Post:

To provide professional leadership for Sudbourne Primary School ensuring its continued success and improvement with all members of the school community and providing an environment for teaching and learning that empowers both staff and pupils to always achieve at their best and maintaining the school values whilst the school expands over two sites.

The Headteacher has overall responsibility for the organisation and management of the school in accordance with: the articles of government, the statutory conditions of employment of Headteachers, the policies of the Governing Body agreed in consultation with the Lambeth Director of Education, Learning and Skills.

To be committed to safeguarding and promoting the welfare of children and young people and ensure that all members of the school community share and uphold this commitment.



1. Shaping the Future

- To ensure that the school ethos and vision is clearly articulated, understood and upheld at all levels of school practice and by all members of the school community
- To translate the ethos and vision into agreed objectives which are regularly reviewed, evaluated and updated taking account of school, local and national initiatives, policies and statutes in partnership with colleagues, Governors, pupils and parents as appropriate
- To lead the expansion of the school and ensuring that the school vision and ethos, and excellence, is maintained across the two sites
- To demonstrate the vision and values of the school in everyday work and practice
- To motivate and work with others to create a shared culture of excellence that promotes inclusion and maximises the achievement of all staff and pupils
- To be an aspirational and visionary leader and manager who is able to innovate and take on new challenges
- To monitor, evaluate and review the effects of policies, priorities and the performance of the school in practice and take appropriate action as required in pursuit of continued school improvement
- To ensure the effective management of finances, human resources, organisation and administration support whilst implementing the school's vision and aims
- To implement the Governing Body's policy on Equal Opportunities and inclusion for all staff and pupils.

2. Leading Teaching & Learning

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



3. Developing Self & Working with Others

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

4. Managing the School

- To ensure that outstanding teaching remains a prime focus through staff recruitment and by developing and nurturing this core value in all teaching and support staff
- To work with the Governing Body to ensure there is an organisational structure that reflects the school's ethos, which enables the management systems, structures and processes to work effectively in line with the legal requirements
- To work with the Governing Body to produce and implement clear, evidence-based improvement plans and policies for the maintenance and development of the school and its facilities
- To ensure the effective management of the school's budget to achieve the school's goals and priorities by setting appropriate priorities for expenditure, allocation of funds and ensuring effective administration and controls are in place

- To manage and organise the school efficiently and effectively to ensure it meets the needs of all site users including pupils, staff and parents and supports effective curriculum delivery whilst complying with appropriate health and safety regulations.

5. Securing Accountability

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

6. Strengthening Community Links via the School

- To promote and engender positive community cohesion especially through strong relationships with the local and wider community including organised groups and partners and volunteers
- To effectively collaborate with schools, especially those within the Windmill Cluster, in order to share good practice and expertise to the benefit of pupils, staff and parents
- To collaborate, at both strategic and operational levels, with parents, carers and other relevant agencies to protect and safeguard pupils in order to secure their health, safety and wellbeing.



The following outlines the key skills and experience required for this position.

The selection panel will assess each candidate against the criteria listed below and overleaf. Candidates will be expected to demonstrate knowledge and understanding of each area and to show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: application form; interview/assessment activities; references and other employment checks.



1. Professional Qualifications & Experience

- Qualified Teacher
- Broad experience as a Headteacher or Senior Leader, including teaching or managing across the full Primary curriculum
- Willingness to undertake NPQH
- Evidence of sustained professional development throughout career
- Evidence of ability to quickly and successfully acquire and apply new skills and knowledge in a professional context
- Able to demonstrate reflectiveness, resilience and perseverance.



2. Safeguarding & Child Protection

- The candidate is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



3. Shaping the Future

- Experienced in how to build, communicate and implement a shared and strategic vision for the school's future sustainability
- Experience of successfully initiating, implementing and evaluating change and development
- Committed to inclusion and the ability and right of all to meet their full potential
- Committed to setting and achieving ambitious and challenging goals and targets.

4. Leading Teaching & Learning

- Experienced in the use of strategies for raising achievement and achieving excellence
- Experienced in the principles of effective teaching and assessment for learning
- Experienced in the development of a personalised learning culture within the school
- Able to use data, benchmarks and feedback to monitor progress in children's learning and development to ensure sustained improvement in teaching and learning.



3. Developing Self & Working with Others

- Able to build and motivate a strong team that enables all staff to carry out their respective roles to the highest standard and all staff to work effectively together to deliver school improvement
- Understands the relationship between managing performance, continuous professional development (CPD) and sustained school improvement
- Appreciates the significance of interpersonal relationships, adult learning and models of continuing professional development.

4. Managing the School

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

5. Securing Accountability

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

6. Strengthening Community

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



This is an excellent opportunity to make a difference and lead the school through an exciting period of change as we expand onto two sites.

If you believe you have the relevant skills and experience for this position, please apply.

An application form can be completed and submitted online at TES. Please respond to the criteria in the order they appear on the Job Description and limit your supporting statement to no more than 2,000 words.



Alternatively, please contact Alicia Reynolds by email at SchoolsHr@lambeth.gov.uk quoting reference: ED/TR/005

Completed applications should be submitted by the closing date: 6 April 2018

Interviews: 18/19 April 2018

School visits are strongly encouraged.

To make an appointment please contact Anne Williams on 020 7274 7631 or email admin@sudbourne.com. The School is easily accessible with public transport links and on street parking.

Our school is committed to safeguarding and protecting the welfare of children. Appointment is subject to an enhanced DBS check and satisfactory references.

