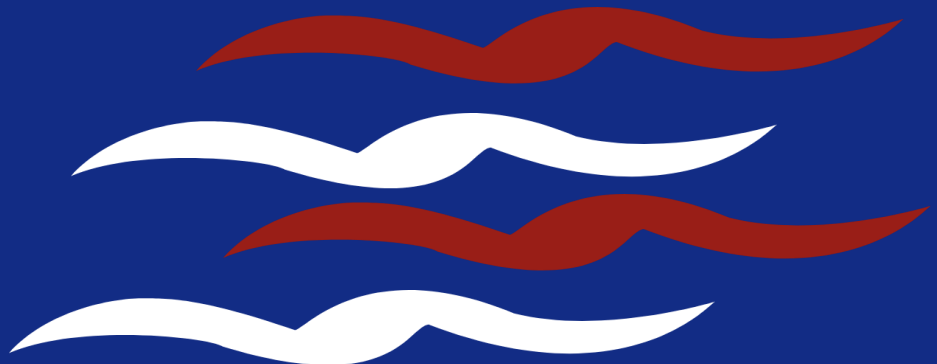




# HEADTEACHER

## Candidate Information Pack







“The spiritual, moral, social and cultural development of pupils is outstanding. They have a clear understanding of right and wrong and they have excellent social skills. Pupils are well prepared for life in modern Britain”  
**Ofsted, December 2014**

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# WELCOME



Dear Candidate,

Thank you for your interest in the role of Headteacher at Edward Pauling Primary School. We are looking to appoint our Headteacher with effect from April 2019.

Edward Pauling Primary School is a friendly, inclusive, two-form entry school and nursery serving a diverse and multi-cultural community. Together with the pupils, parents and local community, we are very proud of our school and the strong reputation we have, thanks to the work of our dedicated Senior Leadership Team and our very strong, enthusiastic and committed teaching and support staff team.

We are looking for a candidate who will build upon the firm foundations of excellence and enjoyment.

We are seeking an outstanding individual who shares our commitment to a caring ethos, professionalism, and high standards of academic achievement for every one of our pupils, and who will go the extra mile to help them achieve excellence. If you believe you are the individual who can lead our school, I invite you to join us on our journey taking our *Outstanding* school to greater heights.

I hope that you will find the information in this pack helpful in understanding the context of our school. In addition, we welcome visits to the school and would be pleased to give you a tour.

School visits can be booked for 31 October, 1 and 2 November. To arrange an appointment, please contact Agneta Sinickaite, School Business Manager by emailing: [finance@edwardpauling.hounslow.sch.uk](mailto:finance@edwardpauling.hounslow.sch.uk) or by contacting the school office.

Please look carefully at the job description and person specification for the post. Your personal statement must relate to the specification and be personalised to meet the priorities of our school.

The closing date for receipt of applications is 11 November at 11:59pm. Interviews will be held on: Tuesday 27 and Wednesday 28 November 2018.

I would like to thank you again for your interest in the post, and I look forward to receiving your application.

Yours faithfully,

Helen Jameson  
**Chair of Governors**



“Parents speak highly of the school. They are confident that their children are well cared for. The school routinely involves parents in the education of their children.”

**Ofsted, December 2014**

## Mission Statement

**At Edward Pauling Primary School, we are *dedicated to excellence in all that we do*. In partnership with parents and the wider community, we provide a safe, caring and active learning environment in which all pupils enjoy their education and achieve their full potential.**

## About Us

At Edward Pauling Primary School our motto is; 'Learning to succeed together'. We believe that children thrive in an environment in which they are happy, challenged and secure. We aim to provide the best primary education in a stimulating and creative environment, so that every child realises his or her potential.

We will instil a love of learning inspired by quality teaching, nurturing and developing individual strengths and talents. We encourage and celebrate creativity, critical thinking and imagination, as well as effort and achievement, and we teach the importance of moral values and consideration of others. Our children, when they leave us at the end of Year 6, will be confident, collaborative and independent young people ready to succeed and enjoy the opportunities and challenges that lie ahead of them.

We urge you to come and visit us, and see for yourself how special our school really is!

## We Love School!





“Pupils’ behaviour is outstanding, both in lessons and when moving around the school. All members of the school community respect each other. Pupils feel safe in the school. They play and work together co-operatively.”  
Ofsted, December 2014

## Our Vision for Edward Pauling Primary School

We will maintain an outstanding school with an active and inclusive learning community that is well equipped for modern life. A community where everyone is committed to lifelong learning in order to achieve his or her full potential, and one where children, staff, parents and governors, and the wider community can work together.

Edward Pauling Primary School will inspire and empower learners through fostering mutual respect, setting aspirational targets, encouraging innovation, celebrating success, celebrating diversity and embracing change.

## Our Aims

The school aims were developed through consultation with staff, parents, governors and children. They are the foundation of our work, and all our activities support these aims.

### At Edward Pauling Primary, we aim:

- ~ To seek excellence in all that we attempt, setting high standards and targets to ensure that all of our children reach their full potential;
- ~ To challenge, support and develop our staff to create an outstanding workforce and thereby an outstanding school;
- ~ To encourage children to respect and value other cultures and beliefs;
- ~ To provide a stimulating and vibrant environment in order to support positive attitudes to learning;
- ~ To understand and promote the importance of being active and healthy;
- ~ To work in genuine partnership with our families and local community to enrich and enhance the lives of all who come into contact with our school;
- ~ To nurture and develop every child: socially, emotionally, physically, intellectually & spiritually so that they become responsible and caring members of the community;
- ~ To ensure that children leave Edward Pauling Primary School with fluency in Literacy, Numeracy and ICT;
- ~ For everyone to have fun and to explore their imagination and creativity;
- ~ For everyone to be proud of themselves and feel confident to express their individuality;
- ~ To provide a broad, balanced and enjoyable curriculum, that will not only motivate all children, but also encourage them to understand the purpose and enjoyment of learning.

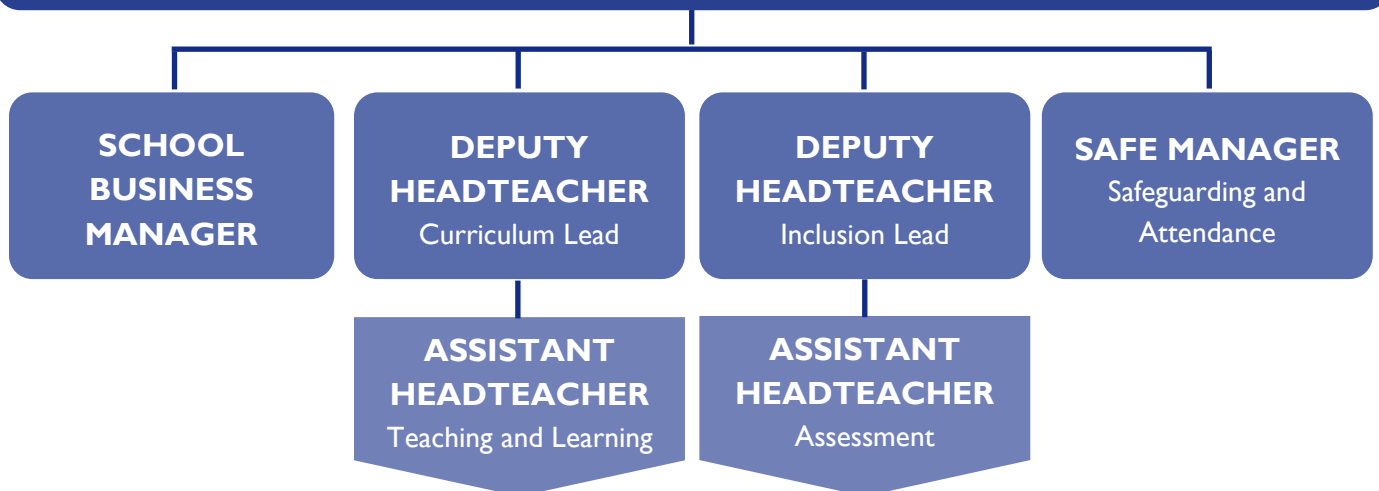
# STAFFING STRUCTURE



“Teaching is outstanding because teachers have high expectations. They plan activities which meet the needs of all pupils so that learning is rapid throughout lessons.”

Ofsted, December 2014

## THE HEADTEACHER



## TEACHING & SUPPORT STAFF TEAM

18 Teachers

22 Support Staff





## SCHOOL INFORMATION

School Type	Primary School	School Status	LA Maintained
Location	Feltham	Local Authority	London Borough of Hounslow
Denomination	Non Denominational	Age Range	3 - 11
Co-educational or Single Sex	Co-educational	Number of Teaching Staff	18 (3 NQTs)
Pupils on Roll	459	% of Children Eligible for FSM	16.7%
% of Children with EAL	49%	% of Children with SEN	13%
Nursery	Yes	Average Class Size	30

## SCHOOL RESULTS

Key Stage	Reading	Writing	Mathematics
Key Stage 1	88%	88%	88%
Key Stage 2	98%	98%	100%

To view our results in more detail, please visit: [www.edwardpauling.hounslow.sch.uk/results](http://www.edwardpauling.hounslow.sch.uk/results)



## ACCOUNTABILITY

**Responsible to:** The Governing Body of the School

**Responsible for:** Carrying out duties in line with the conditions of employment as set out in the current *School Teachers' Pay and Conditions* document, the *National Standards of Excellence for Headteachers*, and the policies and procedures of the Governing Body.

This job description reflects the *National Standards of Excellence for Headteachers (2015)*. The Standards embody three key principles, namely that the work of Headteachers should be: learning-centred, focused on leadership, and reflect the highest possible professional standards. Headteachers should also model, for the pupils and staff, the values, vision and ethos of the school.

## CORE PURPOSE

To provide dynamic and professional leadership for Edward Pauling Primary School to secure its continued success and improvement, ensuring high quality education for all its pupils. To inspire, challenge, motivate and empower all members of the school community to carry the vision forward. To manage the school's resources effectively and cultivate a safe environment that secures and promotes the highest achievement of both pupils and staff.

- ⇒ Take the lead role on working with the Governing Body to ensure the school vision, which embraces excellence, high standards and inclusion is clearly articulated, shared, understood and acted upon effectively by all;
- ⇒ Secure excellent teaching to achieve high standards of learning and attainment across the primary phase;
- ⇒ Support all staff to achieve high standards and promote a collaborative learning culture within the school;
- ⇒ Ensure inclusion, diversity and access;
- ⇒ Lead by example to foster an open, fair, equitable culture where alternative perspectives are considered;
- ⇒ Manage finance and resources astutely to maximise their use and value;
- ⇒ Develop and sustain effective relationships with the Governing Body, and the Chair of Governors in particular, to ensure effective governance of the school;
- ⇒ Build/develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils;
- ⇒ Carry out any other such duties as the Governors may reasonably direct.



# NATIONAL STANDARDS OF EXCELLENCE FOR HEADTEACHERS (2015)

The *National Standards of Excellence for Headteachers* are set out in four 'Excellence As Standard' domains:

- ⇒ Qualities and knowledge;
- ⇒ Pupils and staff;
- ⇒ Systems and process;
- ⇒ The self-improving school system.

Within each domain there are six key characteristics expected of you as a Headteacher.

## Domain One – Qualities and Knowledge

### Headteachers:

- 1) Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils of Edward Pauling Primary School.
- 2) Demonstrate optimistic personal behaviour, positive relationships and attitudes towards the pupils and staff, and towards parents, governors and members of the local community.
- 3) Lead by example—with integrity, creativity, resilience, and clarity—drawing on your scholarship, expertise and skills, and that of those around you.
- 4) Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- 5) Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- 6) Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

## Domain Two – Pupils and Staff

### Headteachers:

- 1) Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- 2) Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- 3) Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- 4) Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- 5) Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- 6) Hold all staff to account for their professional conduct and practice.

## **Domain Three – Systems and Process**

### **Headteachers:**

- 1) Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- 2) Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- 3) Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- 4) Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively—in particular, its functions to set school strategy and hold you to account for pupil, staff and financial performance.
- 5) Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- 6) Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities, and hold each other to account for their decision making.

## **Domain Four – The Self-Improving School System**

### **Headteachers:**

- 1) Create outward-facing schools which work with other schools and organisations, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils.
- 2) Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- 3) Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- 4) Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- 5) Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- 6) Inspire and influence others within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education.

**This job description may be amended at any time after discussion with the Governing Body.**

**Edward Pauling Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**We follow safer recruitment procedures.**



# HEADTEACHER PERSON SPECIFICATION



E = Essential Criteria, D = Desirable Criteria

## QUALIFICATIONS

- Graduate level qualification or equivalent and QTS
- Evidence of relevant professional development
- Safeguarding training
- National Professional Qualification for Headship (NPQH) if this is a first headship
- Safer recruitment training/recruiting staff

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## EXPERIENCE

- Significant previous experience as a senior leader with whole school responsibilities, with a proven track record of significant school improvement to take on an Outstanding school
- Contributing to the strategic direction and whole school development
- Making positive use of the social and cultural diversity within the school and surrounding community
- Working in a challenging diverse community

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## QUALITIES & KNOWLEDGE (Domain One)

### Knowledge and understanding of, or commitment and ability to:

- Deal successfully with situations that may include change and/or conflict resolution
- Manage the school efficiently and effectively on a day-to-day basis
- Safeguarding and child protection issues and legislation
- Ensuring inclusion, diversity and access through effective strategies
- Communicate effectively in writing and orally
- Prioritise, plan and organise yourself and others
- Work to deadlines and prioritise work streams
- Think creatively to anticipate and solve problems
- Embrace and enable change
- Demonstrate good judgment and emotional intelligence
- Remain resilient, robust and calm under pressure

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## PUPILS & STAFF (Domain Two)

### Knowledge and understanding of, or commitment and ability to:

- Safeguarding and promoting the welfare and wellbeing of all pupils
- Raising standards and outcomes for all pupils and securing excellence

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- Providing opportunities for all pupils to develop as confident, creative individuals with high self-esteem
- Set and achieve ambitious, challenging goals and targets
- Give and receive effective feedback and act to improve personal performance
- Inspire, challenge, motivate and empower colleagues and pupils to achieve their potential
- Acknowledge excellence and challenge poor performance across the school
- Identify professional development needs of all staff through monitoring and performance management process
- Develop interpersonal relationships, adult learning and models of continuing professional development (CPD)
- Promote individual and team development and sustain a learning community that impacts on school improvement and the academic, spiritual, moral, social, emotional and cultural development of all pupils
- Hold other relevant staff members accountable for pupil learning outcomes, wellbeing and safety

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## SYSTEMS & PROCESSES (Domain Three)

### Knowledge and understanding of, or commitment and ability to:

- Using and promoting new technologies across the school
- Collect and evaluate data to understand the strengths and development of the school in order to produce the School Development Plan
- Use a range of evidence and analyse data to evaluate performance and plan appropriate action for improvement
- Leading curriculum design, development and management
- A wide range of strategies for managing pupil behaviour and attendance
- Apply principles and practice of distributed leadership and accountability for all goals and standards
- Apply principles and strategies of school improvement
- Maintain and create policies, through information decision-making, consultation and review
- Carrying out strategic financial planning, budgetary and resource management and make sound financial decisions in conjunction with the Governing Body to secure good value for money
- Develop and sustain a safe, secure, and healthy school environment by understanding personnel, governance, security and access issues
- Establish and/or sustain appropriate structures and systems, including quality assurance systems

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**Knowledge and understanding of, or commitment and ability to:**

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## TESTIMONIALS

*91% of pupils would state that "I enjoy being at school"*

**Pupil Survey, May 2018**



*"I have excellent support for my professional development from the team"*

**Newly Qualified Teacher**



*96% of parents agree that "This school is well led and managed."*

**Parent Survey, March 2018**



*100% of parents agree that their child is happy at*

*Edward Pauling Primary School*

**Parent Survey, March 2018**



*97% of pupils agree that "My teachers help me do my best" at Edward Pauling Primary School .*

**Pupil Survey, May 2018**



*"No question is too silly, everybody wants to help"*

**Teaching Assistant**



*"I always know what is expected of me, so I know I'm doing a great job"*

**Office Team Member**



*91% of parents would recommend Edward Pauling Primary School to another parent.*

**Parent Survey, March 2018**



# We Love School!