

Horsenden Primary School and Children's Centre



Headteacher Candidate Brochure

"Happy, Organised, Respectful, Safe, Excellent"



Welcome Message

December 2017

Dear Applicant

On behalf of the Governor Board, members of staff and the pupils of Horsenden Primary School and Children's Centre, the governors and I thank you for your interest in the vacancy for Headteacher and for requesting an application pack. After twenty five successful years with us, our excellent Head is retiring.

Horsenden is a popular (and usually oversubscribed) community school and has a good reputation in the local community; the school has been consistently rated as 'Good' over the years. Are you the Headteacher who will move it to 'Outstanding' while managing to keep the work-life balance agenda at the forefront of all you do? The last Ofsted inspection was in October, 2014. Our school has approximately 900 pupils, aged four to eleven years and is situated in North Greenford, an area of Ealing, in West London. There are four forms throughout, apart from the present Year 6 where there are three forms. The school is known to be a happy, well organised, school where members of staff who work here, form a dedicated team. Mutual respect is a focus in our 'non-shouting' school which is partly why the ethos of the school feels tangibly 'friendly' to all who come to visit; it is a 'fair but firm' environment. Both Foundation Stages and Key Stage 2 pupils are housed in the main school building which includes a very well-stocked library, a dedicated computing suite, a reading hub, a practical room (for cookery), a large hall, a medical room and an indoor swimming pool. Key Stage 1 pupils have classrooms in a separate building which has its own library facilities as well as its own medical room. The Children's Centre, also in a separate building, is near the Key Stage 1 building and, although small, allows for added activities to occur eg. English Language classes, for adults, or Stay and Play sessions, for parents and children to enjoy, together. All buildings are relatively new and have been maintained to a very high standard.

Parents/carers are supportive of the school and there is an excellent, energetic and cohesive team of staff in place. Parental engagement is, and will remain, an important aspect of the school's work. The Governing Board undertakes its role well and elections have always had to be held for parent governors; three parent governors were newly elected in July, 2017. Our well-behaved children are enthusiastic about their school and enjoy the bespoke curriculum provided as well as appreciating all the extra-curricular activities which are in place, as examples, the range of clubs as well as the art and talent competitions. Pupils are keen to come to school and are punctual and ready to learn.

We work well with our local high schools, including our nearest, William Perkin C of E High School, to which the majority of our pupils transfer. Our children benefit from a range of programmes, supported by high schools, eg pupils in Year 6 all learn the clarinet and Latin is taught from Year 3 upwards.

The school has a balanced budget. There is an excellent and well qualified School Business Manager in place who manages, with the Head and Governing Board, both the finances and the building and site issues.

We have a lovely school set in a great community.



Our Future:

This is a particularly exciting time for Horsenden as the school is in a good place to be moving towards 'Outstanding'. We feel this is the natural next stage for us. Governors continually review and monitor the current legislation regarding the academisation agenda.

We want exceptional leading educators to apply for the Headteacher position, those who will challenge and give our children the best possible rounded education. Our governors and members of staff are committed to moving the school forward while maintaining our current level of stability and happiness. As pupils are already highly motivated and the ethos very positive we would like to keep and improve both.

Please have a look at our latest Ofsted report, which can be accessed by logging on to our web site at www.horsenden.ealing.sch.uk. The information in this candidate brochure offers more specific information about our school, who we are and what we are all looking for.

I would like to thank you for taking the time to consider being the next Headteacher of Horsenden Primary School and Children's Centre.

Yours faithfully

Cllr Shital Manro

Chair of Horsenden Primary School and Children's Centre Governing Board



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About the School

This school has a commitment to life-long learning academically, socially, emotionally, physically... holistically.

Everyone at Horsenden Primary School is happy, feels safe and respects themselves and others. They are able to work to the best of their ability and feel rewarded. Everyone cares for the environment in which they live and know that learning continues to enrich their lives.

This will be achieved through:

Curriculum

Every child is given the opportunity to become literate and numerate and to develop his/her personal abilities, talents and skills.
Every child will have the confidence and skills to use the technology of the future.

Behaviour and Discipline

Praise and encouragement are used to keep self-esteem high and ensure appropriate behaviour.

Children are encouraged and supported to make suitable choices about their own behaviour.

Pastoral

We all have a knowledge and understanding of the world and we are able to take our place in our world, proud of who we are and the contribution we can make.

Community

Parents/carers and staff work closely together for the benefit of the child.
Strong links are forged with members of the local community.

At the start of each academic year, we review and agree our school Code of Conduct. For 2014/2015, we have introduced The HORSE Code. The word HORSE comes from the first part of HORSEnden Primary School with each letter representing a way of 'being':



“Happy, Organised, Respectful, Safe, Excellent”



Job Description

Post title:	Headteacher
School:	Horsenden Primary School and Children's Centre
Pay range:	L22 - L31
Line manager:	The Governing Board
Start date:	September 2018
Closing date for applications:	Monday 22nd January 2018
Shortlisting date:	Tuesday 23rd January 2018
Interview dates:	Monday 29th January 2018 Tuesday 30th January 2018

NB. The specific areas of focus for each academic year will be discussed and agreed with the Governing Board, annually.

This job description is based on the National Standards of Excellence for Headteachers and the paragraphs 45 – 49.2. of School Teachers' Pay and Conditions Document 2016.

The Headteacher will carry out his or her professional duties in accordance with, and subject to, the National Conditions of Employment for Headteachers and Education and Employment legislation.

The Headteacher is accountable to the Governing Board for the standards achieved and the conduct, management and administration of the school, subject to any policies which the Department for Education and the Governing Board may make.

The job description is subject to annual review.

Core purpose of the Headteacher

The Headteacher will:

- successfully model the values, ethos and vision of the school and build and develop on its history of a warm, safe and caring environment for learning and teaching.
- effectively manage teaching and learning.
- effectively liaise with appointed associates to manage the school.
- promote excellence, equality and high expectation for all pupils.
- provide energy, a clear vision, leadership and direction for the whole school.
- evaluate school performance and identify priorities for continuous improvement.
- effectively deploy resources to achieve the school's aims.
- carry out day-to-day management, organisation and administration.
- secure the commitment of the wider community.
- create a safe and productive learning environment which is engaging and fulfilling for all pupils and members of staff.
- work effectively with the school's Governing Board, members of staff, parents/carers and children to achieve the school's objectives and improve the school's and any individual child's performance.



Horsenden Primary School and Children's Centre

- work with the Governing Board to employ and develop the staff team, so that they have the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes to promote the rights of children.
- recognise the role parents, carers and families play in helping children and young people succeed and thrive.

The National Standards of Excellence for Headteachers are set out in four domains, beginning with the preamble (see <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers>) and these domains are:

Qualities and Knowledge

Pupils and Staff

Systems and Process

The Self-improving School System

Within each domain there are six characteristics expected of the nation's Headteachers...and of you!

Domain One

Excellent Headteachers: Qualities and Knowledge

Headteachers:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their 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 their own scholarship, expertise and skills, and that of those around them.
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

Excellent Headteachers: 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

Excellent Headteachers: 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 board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher 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

Excellent Headteachers: 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.

If the Headteacher is the Designated Safeguarding Lead (DSL), for Horsenden Primary School, he/she will take lead responsibility for safeguarding and child protection. The DSL will adopt the right approach to information sharing by following the correct procedures and by ensuring that the child, parent or carer understands the process/es around information sharing.

The DSL will:

Manage Referrals

- refer cases of suspected abuse to the local authority children's social care, as required.
- support members of staff who make referrals to local authority children's social care.
- refer cases to the Channel programme where there is a radicalisation concern.
- support members of staff who make referrals to the Channel programme.
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service, as required.
- refer cases, where a crime may have been committed, to the police.



Work with others

- as required, liaise with the designated officer(s) at the local authority regarding child protection concerns (including cases which concern a staff member).
- liaise with members of staff on matters of safety and safeguarding and, when deciding whether to make a referral or not, liaise with the relevant agencies.
- act as a source of support, advice and expertise for members of staff.

Undertake training

- a. The DSL (and any deputy DSLs) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- b. The DSL should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed, at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

Training will ensure that they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these, effectively, when required to do so.
- ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- are alert to the specific needs of children in need, those with special educational needs and young carers.
- are able to keep detailed, accurate, secure written records of concerns and referrals.
- understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- obtain access to resources and attend any relevant or refresher training courses.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

NB Any refreshment might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments.

Raise Awareness

- ensure the school child protection policies are known, understood and used, appropriately.
- ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed, regularly, and work with Governing Boards regarding this.
- ensure that the child protection policy is available, publicly, and that parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this, and link with the local Safeguarding Board to make sure members of staff are aware of training opportunities and the latest local policies on safeguarding.



Person Specification

Qualifications and Experience

Our Headteacher will:

1. be educated to degree level and hold Qualified Teacher Status.
 2. have significant and successful leadership experience in primary school settings.
 3. demonstrate commitment to pursuing continuing professional development and being a lifelong learner.
 4. have had some experience of Headship in a substantive or acting capacity.
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Domain One: Excellent Headteachers: Qualities and Knowledge

Our Headteacher will:

5. be able to lead our school in the next phase of its development with integrity, creativity and resilience.
6. demonstrate optimistic personal behaviour and a strong commitment to delivering the school's inclusion priorities, especially in respect of disadvantaged pupils and children with Special Educational Needs/Disabilities (SEND).
7. foster positive relationships and attitudes towards pupils and staff, parents/carers, governors and members of the local community.
8. help children to develop their potential as fully as possible, and grow, in a holistic way, towards maturity.
9. be committed to Horsenden Primary School's strong value system of mutual respect.
10. show resilience, creativity and adaptability to changing circumstances and new ideas.
11. have the ability and vision to lead whole school change through the intelligent use of data to improve outcomes.
12. be able to, effectively, communicate whatever changes are needed to the whole school, ensuring that the whole school community work together to achieve common goals.

Domain Two: Excellent Headteachers: Pupils and Staff

Our Headteacher will demonstrate:

13. commitment to aspirational targets and outcomes for all pupils and staff.
 14. creativity and innovation in curriculum development which excites pupils and members of staff and delivers engaging and stimulating learning.
 15. the ability to create the conditions under which all members of staff are motivated and supported to develop their professional skills and knowledge.
 16. the ability to empower staff and pupils to excel by embracing their qualities and articulating a shared vision/shared aims.
 17. the ability to promote and encourage strong leadership throughout the organisation.
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Domain Three: Excellent Headteachers: Systems and Process

Our Headteacher will be able to:

18. 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.
19. establish and sustain rigorous, fair and transparent systems and measures for managing the performance of all staff.
20. welcome strong governance, actively supporting the Governing Board to understand and carry out their responsibilities.
21. exercise strategic, needs/curriculum-led, financial planning.

Domain Four: Excellent Headteachers: The Self-Improving School System

Our Headteacher will be able to:

22. develop further our professional partnerships with local schools, and other agencies and organisations, to drive school improvement.
23. develop highly effective relationships with parents/carers, families and the wider community in order to secure high academic and social outcomes that prepare all for lifelong learning in 21st century Britain.
24. build upon our 'Good' OFSTED inspection (October, 2014).

Safeguarding Children

Our Headteacher will:

25. have recently undertaken safeguarding training and be fully aware of the statutory duties articulated in 'Keeping Children Safe in Education' (September 2016).
26. be able to demonstrate a commitment to the highest standards of safeguarding and promotion of the welfare of children.





**If you would like further information, or to arrange a school visit,
please contact Carlie Ford at Academicis on:**

T: 01223-90-79-73 | M: 07771-330-123

E: cford@academicis.co.uk

**All applications are to be sent to
Carlie Ford no later than
12 noon on Monday 22nd January 2018.**

*We reserve the right to research applicants on social media platforms and the internet,
and the Board of Governors may take this information into
consideration during the recruitment process.*

*Horsenden Primary School and Children's Centre is committed to Equal Opportunities and
to safeguarding and promoting the welfare of children and young people and expects all
staff to share this commitment. The successful candidate will be subject to satisfactory
employment checks, references and an enhanced Disclosure and Barring Service check.*