

# HOBAYNE

## Primary School



## HEADTEACHER

### Candidate information pack



#### Headteacher

Required from September 2017

#### Payscale

£72,737 to £90,874 (L22 – 32)

Group 4

#### Location

Hanwell, London W7 1HA (London Borough of Ealing)

#### Closing date

8<sup>th</sup> March 2017

#### Interviews

16<sup>th</sup> / 17<sup>th</sup> March 2017

#### Contact

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Hobayne Primary School  
Greenford Avenue  
Hanwell, London  
W7 1HA

Dear Applicant,

Thank you for your interest in becoming our new Headteacher at Hobayne Primary School.

Our diverse school is at the heart of a vibrant West London community. Our newly-expanded school is now three-form entry and benefits from recently enhanced facilities.

We are proud of our motivated children, dedicated staff and engaged parents, and we believe that this is an exciting opportunity for an ambitious Headteacher.

With the expansion complete we have nearly 700 pupils on roll including a nursery. We also provide before and after school care through a wide range of popular clubs.

We are situated just to the west of Ealing, with excellent transport links which will soon be further improved by Crossrail.

I, along with the rest of the Governing Body, am passionate about our school's culture and ethos. We believe that the school has a key role at the heart of our community, and are keen to work with a new Headteacher to drive the school forward and create an environment in which all our pupils can reach their true potential.

We are looking for a leader with a proven track record of delivering outstanding teaching and learning; our ambition is to build on our success and move from good to outstanding.

We would like to encourage you to learn more about Hobayne Primary by not only looking at this pack, but also by exploring our website and visiting us in person.

We look forward to meeting you.

*Mandy Combes*  
Chair of Governors



## OUR MOTTO

Caring, Sharing & Learning:

- |            |                   |                  |                     |
|------------|-------------------|------------------|---------------------|
| - CARING   | For ourselves     | For each other   | For the environment |
| - SHARING  | Our skills        | Our knowledge    | Our friendship      |
| - LEARNING | To learn together | To live together | To grow together    |

## OUR VISION

We want children:

- To be happy, safe and secure in a stimulating environment where they can realise their maximum potential through quality teaching and learning, and become young people we are proud of.
- To develop a love of learning and the confidence to aim high in their chosen paths and with their own special skills.
- To become responsible, caring people who are active, informed citizens in our local, national and global communities.





## About the role

Our existing Headteacher is leaving to travel the world, after a long association with the school.

The governors, staff and pupils are looking for a new inspirational Headteacher with the enthusiasm and vision to guide us on our continuing journey of school improvement.

We are looking for someone to lead with passion and determination, and drive our school forward for the benefit of our young people.

## About our school

We are a thriving and diverse community school with nearly 700 pupils (three form entry).

We have a higher than average proportion of SEN pupils, and a high number of pupils speaking English as an additional language (increasing year on year).

We have a strong leadership team and dedicated staff who work to ensure that children benefit from a wide range of opportunities to excel across the curriculum and beyond; we pride ourselves on our young people's positive attitude to learning.

We have a supportive Governing Body and an active PTA.



For more information about Hobbayne Primary, please explore our website:

<http://hobbayneprimary.fluencycms.co.uk/>



## Our standards

### KEY STAGE 1:

In 2016 a higher percentage of pupils than across Ealing reached the expected standard, with lower proportions achieving greater depth.

KEY STAGE ONE OUTCOMES	2012	2013	2014	2015	HOBBAYNE 2015 OUTCOMES COMPARED TO EALING AVERAGES	2016	HOBBAYNE 2016 OUTCOMES COMPARED TO EALING AVERAGES
Maths L2+	86%	86%	94%	96%	+3%	-	
Maths L2B+ / expected standard	80%	76%	83%	91%	+8%	77%	+5%
Maths L3+ / greater depth	32%	22%	29%	47%	+20%	9%	-5%
Reading L2+	86%	88%	94%	94%	+3%	-	
Reading L2B+ / expected standard	81%	79%	87%	91%	+8%	77%	+3%
Reading L3+ / greater depth	36%	29%	33%	35%	+4%	15%	-6%
Writing L2+	81%	82%	89%	89%	0%	-	
Writing L2B+ / expected standard	68%	61%	68%	76%	+2%	66%	+5%
Writing L3+ / greater depth	12%	9%	23%	25%	+7%	6%	-8%

### KEY STAGE 2:

In 2016 outcomes were in line with or better than the Ealing picture, with the exception of Writing. This is a key school improvement priority.

KEY STAGE TWO OUTCOMES	2012	2013	2014	2015	HOBBAYNE 2015 OUTCOMES COMPARED TO EALING AVERAGES	2016	HOBBAYNE 2016 OUTCOMES COMPARED TO EALING AVERAGES
Maths L4+ / expected standard	97%	92%	95%	95%	+8%	72%	-2%
Maths L5+ / greater depth	59%	56%	55%	56%	+15%	28%	+8%
Maths Scaled Score						104.6	+0.5
Maths % making 2 levels of progress from KS1	96%	93%	96%	96%	+5%	-	-
Reading L4+ / expected standard	93%	92%	88%	97%	+8%	72%	+7%
Reading L5+ / greater depth	59%	53%	63%	62%	+14%	33%	+5%
Reading Scaled Score						104.8	+2.3
Reading % making 2 levels of progress from KS1	n/a	90%	95%	98%	+7%	-	-
Writing L4+ / expected standard	93%	90%	82%	86%	-1%	66%	-9%
Writing L5+ / greater depth	44%	34%	42%	27%	-9%		+3%
Writing % making 2 levels of progress from KS1	n/a	98%	91%	93%	-2%	-	-
Spelling, Punctuation & Grammar L4+ / expected standard	n/a	83%	88%	86%	+6%	82%	+4%
Spelling, Punctuation & Grammar L5+ / greater depth	n/a	68%	68%	64%	+9%	32%	+4%
Spelling, Punctuation & Grammar Scaled Score						105.8	+0.5

## What we are looking for

Our new Headteacher must be a talented and experienced individual who:

- Has high expectations and will strive for outstanding teaching and learning
- Will value and inspire our staff team, and forge links with the local community
- Is visible and approachable, leading by example in a calm and confident way
- Will appreciate and enhance our inclusive and positive culture
- Is determined to provide a broad range of opportunities to help our pupils reach their potential

## What we can offer you

In return you can be part of an amazing school at the heart of a vibrant community. We are offering:

- A competitive salary with good professional development opportunities
- Support from an experienced SLT who are part of a committed and friendly team
- Excellent facilities in a newly expanded school
- The support of a passionate Governing Body and PTA
- Established partnerships with other schools



### Timescale for recruitment process

w/c 27 <sup>th</sup> Feb	School visits
8 <sup>th</sup> March	Applications close
9 <sup>th</sup> March	Shortlisting
10 <sup>th</sup> March	Candidates notified
16 <sup>th</sup> / 17 <sup>th</sup> March	Assessment & Interviews
20 <sup>th</sup> March	Outcomes



# HEADTEACHER HOBBAYNE PRIMARY SCHOOL JOB DESCRIPTION



Job Title:	Headteacher
Responsible to:	The Governing Body of the School
Responsible for:	The Headteacher carries out duties in line with the conditions of employment as set out in the current <i>School Teachers' Pay and Conditions</i> document, the <i>National Standards of Excellence for Headteachers</i> and the policies and procedures of the Governing Body.

## Key Responsibilities of the Post

- Take the lead role in working with the school community to develop a collaborative school vision, which embraces excellence, high standards and inclusion. Translate the vision into a development plan and implement it successfully.
- Secure excellent teaching to achieve high standards of learning and attainment across the 3-11 range, including preparation for High School.
- Hold all staff to account for their professional conduct and practice.
- Ensure inclusion, diversity and access.
- Lead by example to foster an open, transparent and equitable culture.
- Be responsible for the internal organisation, management and control of the school.
- Manage finance and resources astutely to maximize 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, and the discharge of GB responsibilities.
- Build/develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils.
- Create an outward-facing school to work with other schools, organisations and partners to champion best practice.

## 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 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

### 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 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

### 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.



# HOBBAYNE Primary School

## Headteacher Person Specification



The following outlines the key skills and experience we are looking for in the Headteacher of HOBBAYNE Primary School and our selection decision will be based on the criteria detailed within this document.

The selection panel will assess each candidate against the criteria, 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.

Please ensure when completing your application that you address the relevant criteria as indicated below in the Form of Assessment column. As appropriate your responses should include your role, the actions and decisions you took and the outcome or impact of your involvement.

Your supporting statement should be no more than three pages long.

	<b>Essential Requirements</b>	<b>Form of Assessment</b>
<b>QUALIFICATIONS AND EXPERIENCE</b>		
1	Qualified Teacher Status.	Application Form
2	Further relevant professional/academic study and evidence of continuous professional development.	Application Form
3	Significant and proven strong, successful senior leadership and management experience in a primary school.	Application Form & Interview/Assessment
<b>SHAPING THE FUTURE</b>		
4	The ability to think strategically and take the leading role to develop, build on and communicate a shared vision and strategic plan which inspires and motivates the whole school community.	Application Form & Interview/Assessment
5	Evidence of successfully implementing, managing and evaluating change in a collaborative and sensitive way.	Application Form & Interview/Assessment
6	The ability to build on current strengths and initiatives and ensure a smooth transition that delivers continuous improvement.	Application Form & Interview/Assessment
7	A clear understanding of and enthusiasm for current issues in education and evidence of embracing, implementing and embedding new approaches/technologies which are relevant to teaching and learning.	Application Form & Interview/Assessment

<b>PUPILS AND STAFF</b>		
8	Evidence of raising standards that have impacted positively on pupil attainment and teaching and learning.	Application Form & Interview/Assessment
9	Significant experience in evaluating and using data to plan and improve pupil performance.	Interview/Assessment
10	A clear understanding of what makes good and outstanding teaching and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.	Interview/Assessment
11	A commitment to valuing, supporting and encouraging the professional development of all staff members.	Interview/Assessment
12	Strong leadership skills, with proven experience of inspiring and motivating a large team.	Application Form & Interview/Assessment
<b>SYSTEMS AND PROCESSES</b>		
13	An understanding of how to create whole community accountability systems and implement them with the support of the leadership team to combine data from a range of sources in order to maximise the achievement of children.	Interview/Assessment
14	Strong financial planning and management skills, with experience of making effective use of resources including the Pupil Premium.	Interview/Assessment
15	A clear understanding of, and commitment to, promoting and safeguarding the welfare of children.	Application Form & Interview/Assessment
<b>STRENGTHENING COMMUNITY</b>		
16	Evidence of building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement.	Application Form & Interview/Assessment
17	A commitment to building and maintaining effective and positive relationships with parents, carers, governors, the wider community and other schools.	Interview/Assessment
<b>PERSONAL QUALITIES</b>		
18	Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.	Interview/Assessment
19	Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff, governors and parents.	Application Form & Interview/Assessment
20	The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.	Application Form & Interview/Assessment