



ALBION

PRIMARY SCHOOL

Headteacher Candidate Information





Dear Prospective Headteacher

We are delighted by your interest in the role of Headteacher at Albion Primary School.

Albion is a two-form entry community primary school situated in the heart of Rotherhithe, a peninsula on the south bank of the Thames in the London Borough of Southwark. It is an area steeped in local history that is also in the process of rapid change due to an ambitious local regeneration programme.

Albion is an Outstanding school that gets the very best from its children. It is a friendly, supportive, diverse and welcoming primary school that nurtures local children from varied and sometimes challenging backgrounds to achieve their full potential academically and socially. We are especially proud of the creativity of our children which is encouraged through creative arts and cultural visits.

The school has worked imaginatively with the local authority to provide a new school building that is genuinely amongst the best in the world. We are looking for an experienced senior leader who can make the most of this fantastic opportunity. We need someone who will not only bring best practice and knowledge to the school but also passion, energy and resilience to lead the whole school community to exploit the new school building to its full potential, whilst still maintaining the friendly small school ethos that has continued as the school has expanded from one to two-form entry over the last few years.

Albion has dedicated, experienced and loyal staff, a highly involved and supportive governing body, and not least our engaging and enthusiastic children who have worked together to achieve and maintain high standards. The new school marks the next stage in our development beyond Outstanding to a truly great school that provides the very best for its children and the community it serves.

If you feel you have the necessary qualities, experience and ambition not only to maintain our Outstanding status but also to lead a team that recognises the different talents of all our children and encourages them to develop then we would like to hear from you.

Our children, staff and governors look forward to meeting you so please come and visit us so that we can tell you more about the school and show you around the new building.

We very much look forward to meeting you.

Yours sincerely,

Karen Delaney
Chair of Governors

ABOUT ALBION PRIMARY SCHOOL

Albion Primary School is a friendly, inclusive, supportive, happy and above all successful school in a South East London community. We have doubled in size in recent years yet we have maintained our small school outlook with every child known by name, understood and nurtured. We place great emphasis on personal, social and emotional development by encouraging caring attitudes, mutual respect, self-discipline and self-confidence.

The school is a beacon for social cohesion and inclusiveness in an area blighted by lack of development over the years and now experiencing rapid regeneration. We have a large number of languages spoken and English is a second language for many of our pupils. We have outstanding behaviour based on mutual respect. The children are lively and enthusiastic with a talent for dance, art and music. Strong emphasis is placed on creativity and this is reflected in our curriculum.

Despite many children starting at a very low level, high levels of achievement have been attained across the school. Our highly experienced and dedicated staff team has an excellent understanding of the curriculum and set high standards and expectations of the children and each other. The team is flexible and welcomes the new perspectives and ideas of new team members and a great deal of mentoring is undertaken.

‘My son has been given the widest set of opportunities and challenges and has been encouraged to be a scientist, an actor, a swimmer, a mathematician, an artist, and a musician’.

Parent

NEW SCHOOL

Three years ago, with the support of Southwark Council, we took the decision to expand the school to enable us to offer facilities to our children that would be amongst the best in the world as well as providing high quality space for the community and contributing to the regeneration of the area. Workshops were set up with governors, teachers, parents and children to get everyone's views on what features should be included and ensured that we had full involvement from the school community. The design has enabled us to make better use of outdoor space to allow for innovative play areas and learning spaces.

AT ALBION PRIMARY SCHOOL WE ‘LEARN TO DO WELL’

We have five simple Albion Values embedded into every aspect school life and beyond:

- ✓ **Respect**
- ✓ **Honesty**
- ✓ **Friendship**
- ✓ **Harmony**
- ✓ **Courage**

We are passionate about broadening the experiences of our children and equipping them with vital life skills as well as ensuring they become fully rounded individuals. They are encouraged to take on roles and responsibilities in the classroom, across the school and in wider society giving them the opportunity to model these values.

Job Description

Job title:	Headteacher
Responsible to:	Governing Body
Remuneration:	Group 3 L18-L24 £67,305-£76,017 (salary negotiable for outstanding candidate)

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

The Headteacher will carry out her/his professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and the School Government Regulations.

The Headteacher will be responsible to the Governors for the conduct, management and administration of the school, subject to any policies which the Department for Education and Governors may make.

CORE PURPOSE

The Headteacher is the lead professional in the school. Accountable to the governing body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets and promotes absolute excellence in teaching and learning and high expectations of all pupils.

The Headteacher, working with others, is responsible for evaluating the school's performance to identify priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.



SPECIFIC RESPONSIBILITIES

Shaping the future

- Works closely with the governing body and others to ensure that the school vision and strategic plan are effective.
- Works within the school community to translate the vision into agreed objectives and operational plans that will promote and sustain continual school improvement and a sense of team ownership.
- Demonstrates the vision and values in everyday work and practice.
- Motivates and works with others to create a shared culture and positive climate.
- Ensures creativity, innovation and the use of appropriate new technologies and initiatives to achieve excellence.
- Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large.

Leading learning and teaching

- Establishes teaching practices that will integrate the Foundation Stage, KS1 and KS2 into an effective Primary educational offering.
- Ensures a consistent and continuous school-wide focus on pupils' achievement, using data and appropriate benchmarks to monitor progress in every child's learning.
- Ensures that learning is at the centre of strategic planning and resource management.



- Establishes creative, responsible and effective approaches to learning and teaching that are sustainable and appropriate to the evolving needs of the socio-economic dynamics of the community.
- Ensures a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrates and articulates high expectations and sets challenging targets for the whole school community.
- Implements strategies that secures high standards of behaviour and attendance.
- Produces and implements a diverse, flexible curriculum and implements an effective assessment framework.
- Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitors, evaluates and reviews classroom practice and promotes improvement strategies.
- Challenges underperformance at all levels and ensures effective corrective action and follow-up.

Developing self and working with others

- Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities.

Key Priorities for this role and the school over the next 12-24 months?

- Maintaining 'Outstanding' OFSTED grade.
- Focus on all children continuing to make good progress.
- Exploiting the inspirational, state of the art brand new school building to its full potential (e.g. all students must benefit from imaginative use of unique additional spaces such as the studio).
- Maintain the cherished ethos of the school as it evolves, in a new building in a local community that is undergoing rapid regeneration.
- Engage with the local community.
- Ensure a good transition into secondary school.

- Develops and maintains effective strategies and procedures for staff induction, professional development and performance review.
- Ensures effective planning, allocation, support, and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledges the responsibilities and celebrates the achievements of individuals and teams.
- Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory.
- Regularly reviews own practice, sets personal targets, and takes responsibility for own personal development in conjunction with the governing body.
- Manages own workload and that of others to allow an appropriate work/life balance.

Managing the organisation

- Creates an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements and by adopting the appropriate LA policies.
- Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities.

- Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
- Manages the school's financial and human resources in keeping with the SFVS in order to ensure effectiveness and efficiency in achieving the school's educational goals and priorities.
- Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school.
- Implements successful performance management processes with all staff.
- Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money as laid out in the SFVS.
- Responsible for promoting and safeguarding the welfare of children and young people s/he is responsible for, or comes into contact with.
- Uses and integrates a range of technologies effectively and efficiently to manage the school.

Securing accountability

- Fulfils commitments arising from contractual accountability to the governing body.
- Develops a school ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with performance management review timelines as issued by the LA.
- Uses a range of evidence, including national data and own school's performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.
- Works closely with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities.

- Develops suitable quality assurance systems, including school review, self-evaluation and performance management and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, parents and carers.
- Reflects on personal contribution to school achievements and takes accounts of feedback from others.

Strengthening community

- Develops communication flow with the wider community to build all stakeholders' confidence and understanding of the new primary school.
- Builds a school culture and curriculum that takes account of the richness of the school's communities.
- Ensures learning experiences for pupils are linked into and integrated with the wider community.
- Provides a range of community-based learning experiences.
- Collaborates with other agencies in protecting children and providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Creates a wholly inclusive environment whereby all children with physical or learning challenges can be welcomed and supported appropriately.
- Creates and promotes positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seeks opportunities to invite parents and carers, community figures, businesses, or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contributes to the development of the educational system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative values.

As part of Southwark's commitment to safeguarding and promoting the welfare of children and young people, all employees within schools are required to undergo an enhanced DBS check. Southwark is an equal opportunities employer.

Person Specification

EXPERIENCE

- Successful senior leadership and management experience within a primary setting.
- Qualified teacher with a proven track record of outstanding teaching and raising pupil attainment.
- Successful implementation of strategies for accelerating pupil progress.
- Successful management of change and school improvement based on rigorous self-evaluation.
- Effective financial planning and financial management and ensuring value for money.
- Effective performance management and planning continuous professional development.
- Engaging a diverse community and developing collaborative working relations with parents and governors and stakeholders.
- Effective use of data to monitor and evaluate performance and set priorities for improvement.
- Effective up-to-date experience of safeguarding.
- Managing high standards of behaviour and high levels of attendance.

SKILLS AND ABILITIES

- Leadership of a culture of high expectations and mutual respect.
- Ability to build and sustain a shared vision and positive ethos for the school community.
- Excellent communicator with effective listening skills.
- Ability to inspire, motivate and get the best out of staff and children.
- A passion for learning with a desire to continuously improve and develop.
- Strong emotional intelligence, approachable, able to build trust to resolve conflict.
- Energetic, innovative, self-motivated and resilient.
- A commitment to making a positive difference to the life chances of our children.
- The ability to sustain the school's outstanding Ofsted status and maximise the opportunity provided by state of the art new buildings.

KNOWLEDGE

- Up to date knowledge of national priorities and best practice in education.
- Understanding of relevant legislation and guidance in relation to working with and the protection of young children.
- Understand how to most effectively support vulnerable children and those with Special Educational Needs.
- Understanding of the challenges faced by children from all backgrounds, and how to engage hard to reach families.
- Understand how technology can be used to effectively to enhance learning and to improve school management.



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