St Clement & St James
CE Primary School

Head Teacher Recruitment Pack

Website: www.scsj.rbkc.sch.uk

Established in 1839
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Our vision

St Clement and St James is a school with Christian values at its heart. We are proud of its history and our strong links with the vibrant community to which we belong. We welcome and celebrate every child, helping all children to develop their character and full academic potential. We promote high aspirations and a love of learning through a rich and varied curriculum.

Our school values are compassion, creativity, excellence, friendship, forgiveness and thankfulness. These values help us show and grow love, faith and hope, which are at the heart of the school and are defined by 1 Corinthians 13:4-8.

EXCELLENCEx

Giving our best; learning from our mistakes.

THANKFULNESS

Harvest presentation

WW1 Service of Remembrance

FRIENDSHIP

In the playground, in the classroom and between classes.
CREATIVITY

International Day performances

Problem solving; curriculum projects

Art Exhibition.

COMPASSION

Helping each other; raising money for Sport Relief and other charities.

Praying for others in the Prayer Space.

How to find us:
St Clement & St James CE School
Penzance Place, London W11 4PG
Website: www.scsj.rbkc.sch.uk
Tel: 020 7603 9225

FORGIVENESS

Saying sorry; forgiving others; forgiving ourselves.
Dear Applicant

Thank you for your interest in the post of Headteacher at our wonderful School!

We are a one-form entry Church of England school with Nursery situated in the diverse context of North Kensington. The ethos of the school is both deeply Christian and inclusive, and we are blessed with children from a range of cultural backgrounds. Whilst many children have a Christian background, we have many Muslim pupils and pupils without a religious affiliation. One of the greatest strengths of the school is its cohesiveness. Everyone is enabled to be themselves whilst relating well to one another. Our school values are:

- Friendship
- Thankfulness
- Excellence
- Forgiveness
- Creativity
- Compassion

Our latest Ofsted (July 2014) and SIAMS (March 2016) inspections rated the school as Good, and under the dedicated leadership of our outgoing Headteacher we have continued to develop, with particularly strong results in Maths and EYFS last year. We are looking for a Headteacher who will build on and nurture the ethos of the school and oversee further improvement in standards. Improving attendance, retaining teachers, and developing leaders are particular strategic priorities to achieve these goals. In a context in which all schools are increasingly pressed for resources, we need a leader with vision, excellent people skills, and attention to detail.

In return, we can offer you the chance to teach and work with lively, creative children who care about one another and their school, a staff team who are utterly committed to the children, support from a part-time in-class Deputy and two other Senior Leadership Team members, strong collaboration between school leaders and the Governing Body, and pay at a level which recognises the demands of the role and the cost of London living.

The site is in excellent condition. We have stimulating outdoor learning spaces for Early Years and a recently redeveloped playground with some small gardens. Music, art, drama and PE all matter to us and are strong. There is an active PTA and parents’ prayer group. Our community has recently come to national attention for the most tragic of reasons. But whilst the Grenfell Tower disaster and our relatively deprived context affect us, they do not define us. Our school community has shown huge resilience and kindness, and staff have provided vital stability for the children.

The best way for you to see what we can offer you for the next stage of your career is to come and visit us. You will have an opportunity to meet children, members of the Leadership Team, staff and governors and I hope that it will encourage you to apply for the position. Please make an appointment via the school office 020 7603 9225 to see the school, and call me on 07710 515800 if you would like an informal conversation about the role before then.

I look forward to welcoming you to our school very soon.

Yours faithfully,

Revd Dr Sean Doherty
Chair of Governors
Dear Applicant

Many thanks for showing an interest in St Clement and St James CE Primary School. I am writing as the local vicar and ex-officio governor, from one of the six ‘feeder’ parishes.

St Clement and St James has a clear but inclusive sense of Christian identity. The school values have been well thought out. Many pupils are Muslim, but their families are comfortable with the school’s hospitable Anglican ethos.

The school has whole-school acts of worship in St James’s church at Harvest, Christmas, Easter and at the end of the school year. There are termly Key Stage Eucharists. I frequently lead acts of worship in school, and representatives from the five other ‘feeder’ churches help to lead assemblies on another day of the week. For several years, the school has created popular seasonal prayer spaces.

As part of our Confirmation course, a member of the parish clergy team teaches the first two sessions in school (on Baptism and the Eucharist). Those who wish to continue attend the remainder of the course at church. They are then Confirmed while in Year 6, on the first Saturday of November in St Paul’s Cathedral.

With its wide catchment area, pupils attend a variety of churches and mosques, and of course many families are only loosely affiliated to places of worship. But the school is a happy, welcoming community, and church-school links are important.

In June 2017, just over two weeks after the Grenfell Tower fire, the school ran stalls at the parish summer fete, in the wonderful location of St James’s Gardens. Five hundred people attended, reflecting our diverse and vibrant community. We very much hope that this expression of our partnership will go from strength to strength.

I do hope you will seriously consider applying for the post of headteacher. The right person will find the job both challenging and rewarding. Those who commit to teaching in this part of London make a difference to children who need the very best education and preparation for life we can offer them.

My thoughts and prayers go with you as you reflect on your application.

Yours in Christ

The Rev’d Dr Alan Everett
St Clement and St James CE Primary School
Safeguarding principles

At St Clement and St James we are committed to safeguarding and promoting the welfare of all our pupils. We expect all staff employed, commissioned or contracted to work with pupils, together with adult students, volunteers and governors, to adhere to the following safeguarding principles:

Safeguarding principles
The following are taken from the Safer Recruitment Consortium’s “Guidance for safer working practices for those working with children and young people in education settings” (2015).

- The welfare of children is paramount.
- Children should be able to keep themselves safe.
- Parents and carers should understand that our first priority is always the welfare of the child.
- Expressions of concern should always be investigated and record-keeping should note details of the incident/concern, decisions made, action taken and outcomes.
- The Designated Safeguarding Lead is the initial and key source of information and support for staff in addressing any incident which may give rise to concern.
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils.
- Those raising concerns should be kept informed about progress within the constraints of maintaining confidentiality.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded.
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern.
- Staff should apply the same professional standards regardless of culture, disability, gender, racial origin, religious belief, sexual orientation or gender identity.
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children.
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching and Leadership (NCTL).
- Staff and managers should continually monitor and review practice to ensure this guidance is followed.
Staff should be aware of and understand the school's policies and procedures listed below and the Local Safeguarding Children Board (LSCB) procedures:
  - Anti-bullying policy
  - Safeguarding and child protection policy and procedures
  - Complaints procedure
  - Data protection
  - Whistleblowing policy
  - Online safety policy and procedures
  - Health and safety policy and procedures (including site safety, fire safety, evacuation procedures, first aid procedures and personnel)
  - Looked after children policy
  - Children with medical conditions policy
  - Performance management policy
  - Incident monitoring logs (for any incidents of discrimination or bullying)
  - Register of attendance
  - Risk assessments
  - The single central record
  - Behaviour policy
  - Staff code of conduct
Qualities our staff would like to see in a new Headteacher

• Passionate about children and their learning

• An innovative strategist who is willing to take risks and think outside the box

• Caring, supportive and understanding

• Good at delegating

• Someone with vision

• Organised and efficient

• Has a sense of humour

• A Headteacher who values their staff

• Approachable with an open door policy
Qualities our School Council would like to see in a new Headteacher

- Compassionate
- Expressive when reading
- Cares about others
- Firm
- Fun and happy
- Respectful
- Supportive
- Fair
- A good role model
- Exciting
- Helpful
- Understanding
- Jubilant
- Creative
- Friendly
- Serious (half the time)

- Always on the job
- Leads fun assemblies
- Strict (half the time)
- Good at teaching
- Forgiving
- Always smiling
- Imaginative about learning
- Joyful
- Gives 100%
- A lot of humour when things get sad
- Sporty
- Exciting
- Good natured
- A thankful person
The Royal Borough of Kensington and Chelsea  
St Clement and St James C. of E. Primary School  

Job Description  
Headteacher

Responsible to: the Governing Body.

Our school vision: St Clement and St James is a school with Christian values at its heart. We are proud of its history and our strong links with the vibrant community to which we belong. We welcome and celebrate every child, helping all children to develop their character and full academic potential. In order for our children to achieve this, their safety and welfare is a high priority. We promote high aspirations and a love of learning through a rich and varied curriculum.

Our school values are: compassion, creativity, excellence, friendship, forgiveness and thankfulness. These values help us show and grow love, faith and hope, which are at the heart of the school and are defined by 1 Corinthians 13:4-8.

Core purposes of the post:

• to provide strategic leadership to the school;
• to ensure the safety and welfare of all our learners;
• to maintain and develop the inclusive Christian ethos of the school;
• to ensure high quality education for all our learners and the continuous improvement of standards;
• to promote an environment where every learner is able to achieve their potential;
• to manage the staff and resources of the school effectively and efficiently.

Leadership: qualities and knowledge

• provide visionary leadership and direction for the school;
• communicate the school’s vision compellingly to all stakeholders;
• ensure excellent education for our learners;
• articulate clear Christian values and moral purpose;
• lead by example, with integrity, creativity, resilience and clarity;
• maintain a wide knowledge and understanding of education and school systems locally and nationally and be able to translate local and national policy into the school’s context;
• pursue continuous professional development;
• be open and approachable and develop positive relationships within the school and wider local community;
• recognise and make positive use of the diversity within the school and local community.
Pupils and staff

- ensure standards for all learners are ambitious, promote equality and seek to overcome disadvantage;
- maintain a strong senior leadership team and delegate appropriately, creating teams who collaborate and hold each other to account;
- ensure that a culture of support and challenge is maintained with learners and staff;
- secure excellent teaching through an analytical understanding of how learners learn and the core features of successful classroom practice and curriculum design and implement this knowledge;
- create an environment where all staff are motivated and supported to develop their skills and subject knowledge and to work as a team;
- maintain and improve the high standards of behaviour and attendance;
- hold all staff to account for their professional conduct and practice through a strong performance culture;
- promote a wide and holistic education with opportunities for extra-curricular activities.

Systems and processes

- ensure that the school’s systems, organisation and processes are effective, efficient and fit for purpose and that they reflect the principles of transparency, integrity and probity;
- ensure the school is compliant with all relevant legislation;
- provide a safe calm and well-ordered environment for all pupils and staff;
- establish rigorous fair and transparent systems and measures to manage staff performance;
- support the governing body to understand and deliver its functions effectively and welcome challenge from it;
- undertake strategic curriculum-led financial planning that ensures the equitable deployment of budgets and that ensures the sustainability of the school.

The self-improving school system

- work with other schools and organisations to champion best practice and improve standards;
- develop effective relationships with individuals in other public services to improve academic and social outcomes for all learners;
- harness the findings of well-evidenced research to frame self-regulatory and self-improving schools;
- harness new technologies and approaches as appropriate.

Safeguarding and child protection

- undertake the duties and responsibilities of the Designated Lead Teacher for safeguarding and child protection.
**The Royal Borough of Kensington and Chelsea**  
**St Clement and St James C. of E. Primary School**

**Person Specification**  
**Headteacher**

This Person Specification sets out the selection criteria for the role of Headteacher. Please use this Person Specification as a means to demonstrate your experience, knowledge, skills and abilities in your letter of application. The initials in the final columns indicate whether the criterion is essential (E) or desirable (D), and in which element of the recruitment and selection procedure we intend to collect evidence as to your suitability: application form (A), supporting Statement (S), references (R), and interview (i).

### Qualifications and Experience

<table>
<thead>
<tr>
<th></th>
<th>Qualifications and Experience</th>
<th>Essential (E)</th>
<th>Required (A)</th>
<th>Recommended (R)</th>
<th>Interview (I)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Qualified teacher status.</td>
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<tr>
<td>2</td>
<td>Successful senior leadership experience (Head, Deputy Head, or Assistant Head) in a Primary School.</td>
<td>E</td>
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<td>3</td>
<td>Substantial experience of inspirational teaching across the primary age group.</td>
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<td>4</td>
<td>Commitment to promoting and developing the Christian ethos of the school.</td>
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<tr>
<td>5</td>
<td>Personal commitment to the Christian faith.</td>
<td>D</td>
<td></td>
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<td>6</td>
<td>Experience of working in ethnically, culturally, and socially diverse school communities.</td>
<td>D</td>
<td></td>
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<td>7</td>
<td>Experience and understanding of relevant IT and its effective use in school in both curriculum and administration.</td>
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### Knowledge and Skills

#### A. Leadership and Management

<table>
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<tr>
<th></th>
<th>Knowledge and Skills</th>
<th>Essential (E)</th>
<th>Required (A)</th>
<th>Recommended (R)</th>
<th>Interview (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The ability to draw on the ethos of the school to develop and communicate a clear vision for its future development in consultation with stakeholders.</td>
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<td>3</td>
<td>The ability to lead collaboratively, motivating and inspiring others and enabling people to work as individuals and fostering teamwork, by providing professional leadership, motivating staff, setting standards and engendering initiative and a common purpose.</td>
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<td>4</td>
<td>The ability to initiate and manage innovation and change to meet the school's strategic objectives.</td>
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<tr>
<td>5</td>
<td>The ability to lead school development planning, monitoring and the evaluation process.</td>
<td>E</td>
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<tr>
<td>6</td>
<td>The ability to manage and plan strategically the use of financial and other resources to achieve the school's objectives.</td>
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<td>7</td>
<td>The ability to plan, prioritise and delegate responsibilities according to both the long term and day-to-day needs of the school, monitor their implementation and ensure feedback on their effectiveness, and the flexibility to adapt plans to suit changing short and long term needs and circumstances.</td>
<td>E</td>
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<td>8</td>
<td>The ability to identify and evaluate data critical to the assessment of the school's performance.</td>
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<td>9</td>
<td>The ability to ensure good behaviour and discipline to support children’s learning and social development.</td>
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<td>10</td>
<td>The ability to communicate effectively in writing and orally in a variety of situations.</td>
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### B. Management of Teaching, Learning and Assessment

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<th></th>
<th>Demonstrate a sound understanding of child development and learning.</th>
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<th>S I</th>
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<tr>
<td>2</td>
<td>Demonstrate knowledge and understanding of current statutory educational requirements and developments.</td>
<td>D</td>
<td>S I</td>
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<tr>
<td>3</td>
<td>Demonstrate an understanding of the principles of excellence in teaching, learning and assessment and the skills required to achieve high standards.</td>
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<td>S I</td>
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<tr>
<td>4</td>
<td>Experience of raising pupil attainment and ensuring strong pupil progress.</td>
<td>E</td>
<td>S I</td>
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<tr>
<td>5</td>
<td>Demonstrate an ability to monitor and evaluate the quality of teaching, learning and assessment with a demonstrable impact on improving learners’ outcomes.</td>
<td>E</td>
<td>R I</td>
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<tr>
<td>6</td>
<td>Demonstrate a sound knowledge and understanding of how to provide a broad and balanced education and the widest range of opportunities for all learners, including SEND and EAL, to enable them to achieve their full potential.</td>
<td>E</td>
<td>I</td>
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<td>7</td>
<td>Demonstrate commitment toward the spiritual, moral, social and emotional development of all learners.</td>
<td>E</td>
<td>R S I</td>
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</table>

### C. Building Partnerships and Developing Self and Others

|   | The proven ability to recruit, build up and manage effective teams of teachers and support staff. | D | R S I |
| 2 | The ability to lead and motivate colleagues/staff across all areas of the school including performance management and continuous professional development (CPD). | E | R S I |
| 3 | The ability to work in partnership with Governors, the Diocese, the LA and other partners in the community such as the parishes the school serves, especially that of St Clement and St James (in which the school is located). | E | S I |
| 4 | The proven ability to work in partnership with all families to involve them in the education of their children. | E | R S I |
| 5 | The proven ability to involve all pupils in their education and learning. | E | R S I |
| 6 | Up-to-date knowledge and understanding of current developments in education, including evidence of commitment to recent CPD. | E | A S |
| 7 | The ability to develop and empower a team to work through delegated structures. | E | R S I |

### D. Managing the School

|   | Unswerving commitment to safeguarding children and ensuring all members of the school community share that commitment. | E | A S I |
| 2 | The ability to be accountable to the Governing Body for decisions taken affecting pupils, staff and the wider community. | E | I |
| 3 | The ability to lead and manage the school, promoting good staff and parent relationships and dealing sensitively with people and any conflicts. | E | S I |
| 4 | Undertake whole school self-evaluation and performance monitoring using all data available (including local and national standards) to analyse performance rigorously. | E | S I |
| 5 | The ability to understand financial reporting and control expenses economically and intelligently. | E | A S I |
St Clement & St James CE School
Current number on roll: 201
Age range: 3-11 years

**Ethnicity**

- Other 33% (representing 20 different ethnicities)
- Black African 17%
- Black Caribbean 7%
- White British 23%
- Mixed White and any other group 20% (representing 7 different ethnicities)

**SEN**

- No SEN 83%
- SEN Support 14%
- EHCP/Statement 3%
Pupils with English as an additional language (EAL)

- No EAL: 45%
- EAL: 55%

Pupils who attract Pupil Premium funding (PP)

- PP: 39%
- No PP: 61%