



# Gilbert Colvin Primary School

Perseverance, Courage, Integrity

## Head Teacher Application Pack

Redbridge  
Education  
Partnership



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## Welcome from our Chair of Governors

Dear Applicant,

Thank you for your interest in the role of head teacher at Gilbert Colvin school. We are looking to appoint our head teacher with effect from January 2019.

Gilbert Colvin 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 head teacher and our very strong, enthusiastic and committed teaching and support staff team.

Our motto is "Perseverance, Courage, Integrity". We place a strong emphasis on enabling all our children to develop as happy, confident, independent learners. Every child is encouraged to have high aspirations and we recognise and celebrate all aspects of their achievement.

We are looking for a candidate that will build on the firm foundations laid by our previous, long-standing head teacher and her team. We are an aspirational school and require a forward thinking and enthusiastic leader who shares our commitment to a caring ethos and high standards of academic achievement for every one of our pupils, and who will go the extra mile to help them achieve excellence. 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 would like to join us on our journey to outstanding, please contact us to arrange a visit.

Yours faithfully,

Carel Buxton, Chair of Governors.



# About our school



Gilbert Colvin is a popular and vibrant school. The original building for Gilbert Colvin Primary School was built in 1952 and opened in 1953.

The school is fortunate to be set in extensive grounds which have been used to provide the children with a wide variety of activities to support their development and learning through play and physical activity.

We have successful sporting achievements, particularly in gymnastics, and a strong tradition of music and arts in the school. We are a UNICEF Rights Respecting School.

Rated as 'Good' by Ofsted in our recent Section 8 inspection, our ambition is now to be judged as 'Outstanding'. We are an inclusive and caring school community that places the children at the heart of everything that we do. Our curriculum is innovative and engaging for children of all ages and abilities and our inclusivity is something that we are particularly proud of.

At Gilbert Colvin we are committed to community involvement and participation and provide a breakfast and after school club as well as a parent and toddler group.

Parents are involved in the school and are ambitious for their children. The school is well supported by an excellent and active PTA and, as you will see from the school website, the PTA organise lots of exciting events and activities for the children.

The governors, school staff and stakeholders at Gilbert Colvin are highly committed to maintaining and building on our ethos and values as we move into this next phase of the school's development so that our bright, wonderful and well behaved children have the best possible opportunities and outcomes. We are seeking a head teacher that is committed to building upon our strong child-centred ethos.





## Key facts and statistics

- Type of school: Mixed community
- Address: Strafford Avenue, Clayhall, Ilford, IG5 0TL
- Telephone: 020 8550 4630
- Email: [admin.GilbertColvin@redbridge.gov.uk](mailto:admin.GilbertColvin@redbridge.gov.uk)
- Age Range: 5-11 years
- Number of Children: 430
- Children with SEND: 13.5%
- Children with English as an additional language: 68%
- Children on Free School Meals: 17%
- Children in receipt of Pupil Premium: 10%



*We would like our new head teacher to ....*



Make decisions that  
benefit the school  
for the better

Have a good sense  
of humour

Listen to teachers  
and students

Be kind and caring

Understand children  
(Empathy)

Make pupils happy

Do the right thing  
(Integrity)



# Our Ethos and Values



Gilbert Colvin is a rights-respecting school and so, we not only teach children's rights but also model rights and respect in maintaining very positive relationships between teachers, parents and children.

Our school moto; '**Perseverance, Courage and Integrity**' and our other chosen values of; respect, generosity, patience, consideration, forgiveness, equality, optimism, cooperation and resilience underpin every aspect of the work of the school. By providing a values-based education we aim to equip our children with the academic, social and emotional skills that they need to be successful learners and to fulfil their potential in life.



# Job description /Key responsibilities



## Main Purpose of the Role of Head Teacher

The head teacher has the overall responsibility for providing leadership for the school to secure its success and continuous improvement, ensuring high quality education for all its pupils and improved standards of teaching and learning in line with statutory requirements. This job description reflects the national standards of excellence for Headteachers 2015.

The appointment is subject to the current conditions of employment of Headteachers, contained in the School Teachers' Pay and Conditions document, the School Standards Framework Act 1998 and all other current education, employment and health and safety legislation

## The Duties and Responsibilities

The National Standards of Excellence for Headteachers are set out in four 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 all headteachers; some of these have been tailored to provide a description of the role at Gilbert Colvin Primary School.





# Domain 1. Qualities and knowledge:



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 2. Pupils and staff:



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. Sustain and further develop 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 conduct, pupil outcomes and professional practice.



## Domain 3. Systems and process:



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 – its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, child centred and 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 4. The self-improving school system:



1. Create outward-facing schools which work with the Redbridge Educational Partnership, 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 school values and the value of education.

# Person specification



	Criteria	E/D	A/I
<b>EDUCATION &amp; QUALIFICATIONS</b>			
1.	Qualified Teacher Status and a minimum of 5 years Assistant or Deputy head experience	E	A
2.	Safeguarding trained	E	A
3.	Degree	E	A
4.	Evidence of post graduate study or NPQH	D	A
<b>EXPERIENCE</b>			
5.	Proven track record of improving outcomes for children, including EAL and SEND children	E	A/I
6.	Successful strategies implemented in broadening participation in PE and narrowing and diminishing differences in attainment and progress	D	A/I
7.	Evidence of developing school improvement strategies based on data analysis and research	E	A/I
8.	Recent participation in a primary Ofsted inspection. (Section 8 or Section 5)	E	A/I
9.	Developing, implementing and monitoring a School Improvement/Development Plan	E	A/I
10.	A proven track record in working collaboratively and building, leading, empowering and developing effective teams	E	A/I
11.	Use of Performance management to secure accountability and improve performance	D	A/I
12.	Involvement in disciplinary or capability HR processes	D	I
13.	Financial planning or budgetary responsibilities as a school leader	E	A/I
14.	A member of the safeguarding team	E	A/I
15.	Coaching and mentoring new and more experienced colleagues in school	E	A/I

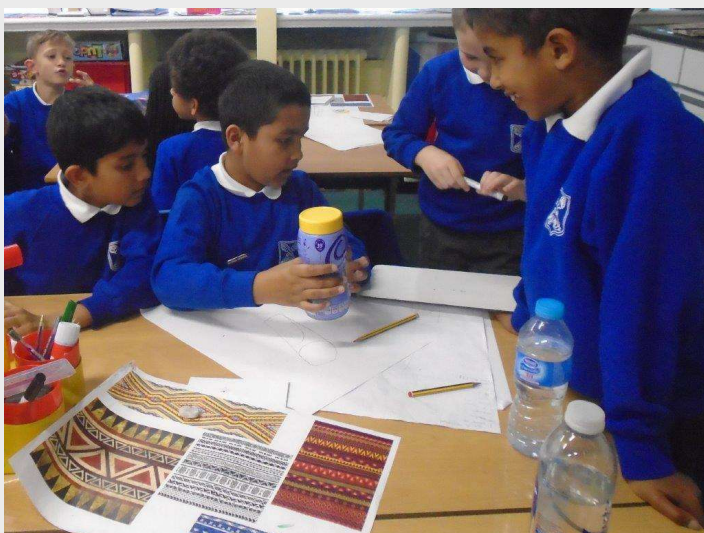
# Person specification continued...



KNOWLEDGE & SKILLS		
16.	Current challenges in education, recent developments, legislative changes and their impact on schools	D I
17.	Detailed knowledge of safeguarding practices and policy implementation	E I
18.	An understanding of the legal framework that schools must operate within	D I
19.	An understanding and familiarity of financial benchmarking, and best value principals	D A/I
20.	The ability to think strategically and to build and communicate a coherent vision for the school,	E I
21.	The ability to inspire, challenge, motivate and empower others to carry the school vision forward	E A/I
22.	To apply national policy in the local context	E A/I
23.	Initiate and support research and debate on effective practice	E A/I
24.	Lead by example in promoting the school vision and ethos	E I
25.	A belief in the importance of professional collaboration with others within and beyond the school	E A
26.	A commitment to provide choice and flexibility in learning, to meet the needs of every child	E A/I
27.	A commitment to inclusion	E A/I
28.	A commitment to high standards of behaviour and attainment	E I
PERSONAL QUALITIES		
29.	Self- motivated with good organisational skills, able to prioritise and delegate, when appropriate	E I
30.	Excellent interpersonal and communication skills	E A/I
31.	Receptive to the support and challenge provided by governors and colleagues	E I
32.	A commitment to ongoing personal and professional development	E A/I
33.	A good sense of humour	E I



# Completing your application



## Application form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those in recent years which have helped you for headship.

## Person specification and personal statement

When writing your response it is really important that you address each of the requirements in the person specification. Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

## Covering letter

You may also wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

## References

Please make sure your referees are aware of your application and that they are able to provide a swift turn around. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your last head teacher or Chair of Governors.

# Important dates and information



<b>Pay range</b>	Gilbert Colvin is a Group 4 school. The Head teacher ISR is under review and negotiable for a suitably qualified and experienced applicant
<b>Visit the school</b>	<p>From Monday 9<sup>th</sup> July 2018 to Thursday 19<sup>th</sup> July 2018                      Tuesday 4<sup>th</sup> September 2018 to Friday 7<sup>th</sup> September 2018</p> <p>To be arranged by contacting Mrs S Evans (Office Manager) at the school office on : Tel 020 8550 4630                      email <a href="mailto:admin.gilbertcolvin@redbridge.gov.uk">admin.gilbertcolvin@redbridge.gov.uk</a></p>
<b>Closing date</b>	<p>Monday 10<sup>th</sup> September 2018                      Applications close 12.00 noon</p>
<b>Completed applications to be returned to</b>	<p>Neetha Atukorale  <a href="mailto:GovernorsSupport@redbridge.gov.uk">GovernorsSupport@redbridge.gov.uk</a></p>
<b>Shortlisting date</b>	Monday 10 <sup>th</sup> September 2018 4.00pm
<b>Interview dates</b>	<p>Wednesday 19<sup>th</sup> September 2018                      (and possibly Thursday 20<sup>th</sup> September 2018)</p>
<b>Start date</b>	1 <sup>st</sup> January 2019 (or thereafter, dependent on availability)