



## Headteacher Applicant Pack



*"Together we nurture the genius in everyone"*

Alexandra Road, Kingston Upon Thames, KT2 6SE  
[www.alexandra.kingston.sch.uk](http://www.alexandra.kingston.sch.uk)

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# Welcome from Governors

Dear applicant,

On behalf of our school's Governing Body, I am delighted that you are interested in applying for the position of Headteacher at Alexandra School. As a parent and Chair of Governors I know just how important the role of Headteacher is in making a school successful. Our current Headteacher, who has managed our transition so far from an Infant to a Primary school, is sadly retiring after 11 dedicated years. We are looking for the right person to pick up where she leaves us and oversee the completion of our exciting journey - the successful candidate will lead our school as our first ever Year 6 pupils conclude their primary phase of education.

We believe that Alexandra School is an exceptional school. It is a 2-form entry, diverse primary school with a nursery and with an integrated provision for pupils with moderate and/or complex learning needs. We are proud to offer a truly inclusive education, across all cultures and abilities. We have the highest aspirations for all our children and our children have a desire to learn and be the stars they are. We foster close links with our parents/carers and 'together we nurture the genius in everyone'. All staff and pupils are inspired to support a positive approach to diversity and celebrate difference, with a vision of promoting equality and opportunity for all. It is essential that our new Headteacher shares these values and continues to promote them.

The school is located just 12 miles from central London, in the beautiful Royal Borough of Kingston upon Thames, and is fortunate to be just minutes from Richmond Park. Alexandra has an excellent local reputation; for Reception entry in September 2018 we had the largest number of applicants of any Kingston school. We manage our resources carefully and have the second highest level of school generated income in the Borough. Our building and external play space have been completely remodelled in recent years and we have all new, modern facilities.

We are seeking a passionate individual who will be excited about working in our community and who will continue to inspire our staff and support and encourage our children to make excellent progress from their various starting points. We are looking for a person who has vision, courage and resilience, someone who is also kind, nurturing and thoughtful and understands how to help children develop a love of learning while also providing them with the personal and academic skills necessary to transfer successfully to secondary school.

We encourage you to visit the school as you will find a welcoming, calm and positive learning environment. Please see page 10 of this pack for full details about the application process and other information regarding our website and how to make an appointment to visit.

Please carefully consider the Person Specification for the post and ensure that your personal statement shows how you meet these requirements. The closing date for receipt of applications is 23<sup>rd</sup> January 2019. Interviews will be held on 7<sup>th</sup> and 8<sup>th</sup> February 2019.

On behalf of the governors, I would like to thank you again for your interest in this post and hope that you are as excited about Alexandra's future as we are. We look forward to receiving your application.

Yours faithfully,



Louise Groves, Chair of Governors

# About our School

Type of school	Primary (Transitioned from Infant school in Sept 2016. Sept 2019 will have our first Year 6 cohort)					
Age Range	3 -10, rising to 11 in 2019/20					
Location	Kingston upon Thames					
Type of establishment	Community School					
Budget of which	£2.3m in 2018/19 £0.2m school generated					
Last Ofsted Inspection	Outstanding, 2008					
Recent School Awards	Bronze Healthy Schools award 2018 National Primary Science Quality Mark 2018 School Games award 2017/18					
Number of staff on Leadership Scale (LS)	3					
Number of qualified teachers (excl LS)	21 (of which 10 full-time)					
Number of teaching assistants	45 (of which 14 full-time)					
Total number of children of which nursery	442 (+ 62 from Sept 2019) 74					
Overall attendance (1st half Autumn term 2018)	96.5%					
Children eligible for pupil premium	58 13%					
Number and % of children with EHCPs	21 4.8% (top quintile of national schools)					
Number and % of Children with SEN support or EHCP	67 15%					
% of children speaking EAL	43% (top quintile of national schools)					
No. of different first languages spoken	47					
KS1 attainment July 2018 -our last 3-form entry year	Number in cohort	Achieved Expected (%)	National (%)	Greater Depth (%)	National (%)	
Reading	All pupils	93	80	75	34	26
	No SEN	77	92	83	40	29
Writing	All pupils	93	71	70	22	16
	No SEN	77	83	78	26	18
Maths	All pupils	93	74	76	27	22
	No SEN	77	86	84	32	25
KS2 attainment	Not assessed until May 2020.					

# About our School

## Our School Vision and Values

Our belief is: *Together we nurture the genius in everyone.*

### Our school is a place where

- Every child can shine.
- All children will be nurtured so that they enjoy coming to school, and feel happy and safe while they are here.
- Every child enjoys learning because teaching is inspiring, fun and challenging.
- Every child is full of potential and deserves to be set high expectations of progress and behaviour.
- All children have the right to be treated with respect, and to learn about their rights and responsibilities so that they can make a positive contribution to school and society.
- All children have the right to be included and to succeed.
- Every child is unique; difference and diversity are welcomed and celebrated.
- All children will learn how to keep healthy, how to stay safe and how to be good learners.
- All parents will be welcomed so that we can work in partnership.

### Our Values

**Respect** - We listen to each other and take care of each other. We look after our environment. We show we respect others by being polite and courteous. We follow the rules.

**Excellence** - We strive to be excellent at work, play and in our behaviour. We encourage each other.

**Friendship** - We try to understand each other and be kind to each other. We co-operate and support one another.

**Determination** - We do our best to achieve our goals, and keep on trying even when things are hard.

**Courage** - We try to face any difficulty bravely and try to overcome it. We set ourselves challenges that are hard to achieve.

**Equality** - We show respect and tolerance for everyone, and accept that we are all different and each person is unique.

**Inspiration** - We try to be a positive example to others, and to be motivated by inspiring people.

## Our Approach to Learning

At Alexandra we take a holistic approach to every child's experience. As well as academic progress we also strive to prepare pupils to meet the challenges of living. Wider development areas such as social, behavioural and emotional skills, independence, self-esteem levels and resilience are fundamental and of central importance, as each child grows.

An important aspect of the school as a whole is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance in assemblies and intervention groups, and indirectly, with the everyday conversation that staff have with pupils throughout the day.

Good behaviour is also essential for effective learning and teaching to take place. We believe pupils deserve to be recognised for presenting good behaviour and thanked by staff for their efforts. Equally, life skills such as pupil politeness, and a helpful and co-operative manner are nurtured by staff recognition. Our teaching staff aim to build sound relationships with pupils, create a stimulating and encouraging environment, giving praise and reward to continually promote good behaviour.



# About our School

## Our Approach to Teaching

We use Quality First Teaching first and foremost and all class teachers plan lessons according to the specific needs of all groups of children in their class. The teaching team work together to create a curriculum responsive to children's interests which ensures engagement and progression for all children. Our teachers have the highest possible expectations for all pupils in their class.

Our school uses a cycle of Assess, Plan, Do, Review to enable and support children's learning. We incorporate into our teaching all the advice provided as a result of assessments, both internal and external, and any strategies described in EHC Plans. We also moderate our teacher assessment with other local schools.

In addition, specially trained support staff work in classes where they are needed and adapt the teachers' planning to support the needs of individual children where necessary.

The Senior Leadership Team and Governors evaluate the effectiveness of our school's provision for all pupils, with particular details on PPG and SEND support and its effect on outcomes, through an on-going monitoring cycle.

## Our Approach to the Curriculum

Our curriculum is everything our pupils experience in school – from the moment they arrive until the moment they leave. Our curriculum honours and promotes our core values (respect, equality, excellence, inspiration, friendship, inclusion, courage and determination); and our vision "Together we nurture the genius in everyone."

We plan a curriculum that exhibits these BRAVE characteristics:

- **Bold** learning, full of opportunities and possibilities, with motivating starting points – to begin the unit and along the narrative journey.
- **Relevant** learning, in context, purposeful, with a narrative that makes learning meaningful; a scenario, local or current issues or children's interest. When planning we consider Social, Moral, Spiritual and Cultural awareness, and opportunities for pupils to reflect and to experience awe and wonder.
- **Aspirational** learning, high expectations and outcomes, with challenge and independent learning opportunities. Planned opportunities for pupils to practise personal learning and thinking skills (e.g. team work, resilience and perseverance, communication skills, time management, courtesy and responsibility), that will be valued in the workplace.
- **Varied** and creative learning, inside and outside. Varied opportunities and outcomes for sessions and sequences of sessions, including showcasing – opportunities to practise and demonstrate high quality presentational skills such as handwriting, display, performance, speaking to an audience, ICT.
- **Engaging** learning, packaged to motivate, exciting, enhanced with enrichment activities - including visits and visitors. Creative and imaginative - enticing.

In lessons, classrooms and pupils' work, we expect to see effective assessment for learning, high expectations, engagement for all, excellent subject knowledge, quality instruction based on the six principles of effective teaching, and excellent learning behaviours. All the members of our teaching team are keen to explore strategies to improve pedagogy and share good practice. They are quick to embrace new initiatives and trial new approaches and maintain a rigorous focus on pupil progress.

# About our School

## Our SEND Provision

Alexandra is proud to offer a wholly inclusive education to pupils with a wide range of special educational needs and disabilities. All our staff and pupils are inspired to support a positive approach to diversity and to accept and celebrate difference, with a vision of promoting equality and opportunity for all, and respect of others.

### SEN Support

Our school has a strong principle of early identification and intervention for pupils who need extra help. This is put in place if a child is not meeting targets, even if a special educational need has not yet been fully identified for that child. This extra support will more often than not enable the pupil to catch up. Examples of our extra support services are specific intervention groups, focusing on an area of need, which work with small groups of children inside or outside the classroom. The school works closely with Occupational, Speech and Language and Physiotherapist teams, who are in our school on a regular basis and help to provide specialist therapy packages.

### Enhanced Special Teaching Arrangement (ESTA)

Under the Local Offer, Alexandra School has a more formal SEN provision known as the **Enhanced Specialist Teaching Arrangement (ESTA)**. This provision supports the integration of an additional 2 pupils per year group (with 3 assessment places in nursery) who have moderate and/or complex learning needs and is available to children with or without physical disabilities. Our ESTA programme is administered by our in-house ESTA Manager who works with our SENCO to help to deliver this provision.

Each child in the ESTA has an EHCP that details their education and health and care requirements and agreed support packages. The arrangement comprises of a large group of 1:1 learning support assistants who work with class teachers and the Community Child Services Occupational Therapy, Physiotherapy and Speech and Language teams to understand and support their child's needs, enabling such pupils to be fully included in our school and integrated into our classrooms to learn alongside their peers.

Our ESTA programme is currently supporting children with Down Syndrome, Cerebral Palsy, Global Developmental Delay, Duchenne Muscular Dystrophy, hearing and vision impairments and various other conditions.

## Our Staff

Our staff team is what makes Alexandra School the successful school that it is. We have a very supportive staff team who are keen to learn from each other and try new ideas. Our ESTA provision means that we have a larger than average proportion of learning support assistants. Many of our staff work part-time – this enables us to recruit and retain staff who are very well qualified for the work and who remain highly motivated.

# About our School

## Our Facilities

The school is still expanding from a 3-form entry Infant school into a 2-form entry Primary school. We have a new KS2 building which was completed in September 2017 to house our additional classes which has given us new classrooms, a learning zone, art room, library and DT/ICT room. We have also improved our outdoor spaces and have a dedicated area for our nursery children to learn through play in, an external classroom area linked to the main classroom for all our KS1 classes, forest area, Multi-Use Games Area, snug-play area, new sensory garden and main playground.

All of our facilities are fully accessible to pupils, staff and parents with physical disabilities and have designed to be fully inclusive and environmentally friendly.

## What our Community Says

### Our pupils say:

- I like that the teachers always believe in you.
- The teachers are really kind.
- I love the lessons, they are interesting and fun.
- We get to have a say and we feel listened to.
- I have lots of friends at school.
- Mrs G helps me to write my letters in my name – she is very proud of me doing it myself (ESTA pupil).
- There are lots of things to do during school and at after-school club.
- I love playing the drums in my band and learning to play the ukulele.

### Our parents say:

- We love the school – our child runs into school in the mornings.
- My child is very happy at Alexandra School. It is a very nurturing, inclusive and fun place for learning. The staff are very caring, professional and committed.
- Thank you so much for the warm welcome, great staff, lovely community! Thanks again for everything!
- This is a wonderful school – we are so happy to be a part of it.
- What a wonderful Egyptian Museum you and all of your students treated me to this afternoon. Such beautiful work and amazing and detailed knowledge from all of the children I spoke to. And all so polite and helpful. I loved it all.
- We are so pleased with the determination our child shows when she is learning new subjects.
- Thank you for all the support you have given our child this year. It has been lovely to see his creative side flourish and his confidence grow in maths.
- It was a privilege to join in on the Kew trip and see how well the whole class, children and adults, interact.



# About our School

## Our staff say:

- I absolutely love working at Alexandra. I feel lucky every day!
- Alexandra school is very friendly and supportive to all its pupils and staff. I enjoy working at the school.
- I am happiest I have ever been, professionally.
- All the caring staff make it a special place to work.
- I am especially proud of the diversity and inclusiveness.
- A real strength of the school is that I know I can talk and air my views and they will be considered.
- The opportunity to have regular meetings - weekly at the beginning of the school year, then monthly - with the Lunchtime Staff helps to deal with small matters as they arise.

## Our Headteacher says:

"Alexandra is a thriving learning community. It is very rewarding to be part of this team – nurturing educators committed to achieving excellence; children full of enthusiasm for life and learning; and parents and carers who want the very best for their children. I have enjoyed every one of my 11 years here and feel very lucky to have had the opportunity to take part in the school's exciting journey of growth and development. I know the next headteacher will be welcomed and loved just as I have been."

# Application Process

## Application Process

### Application form

Please review the Person Specification for the post and ensure that your personal statement reflects on how you meet these requirements in no more than 2-3 pages of A4. You should complete the attached application. We regret that we cannot accept applications that are not made on the Royal Borough of Kingston application form. Please make sure that you complete your contact details, including email address, and the names and contact details of two referees.

### School visits

We encourage you to visit the school before applying. Please contact Sarah Walters at the school office on 020 8546 7176 or email [office@axi.rbksch.org](mailto:office@axi.rbksch.org) to arrange an informal visit to the school.

### Closing date

The closing date for receipt of applications is **23<sup>rd</sup> January 2019** at midday. Please follow the instructions on the advertisement or email the application directly to Liz Annesley on [eanes@axi.rbksch.org](mailto:eanes@axi.rbksch.org). All applications will be acknowledged (by email) within 2 working days of receipt. If you do not receive an acknowledgement within this time, please contact the school office on 020 8546 7176.

### Shortlisting

We will assess all applications against the Person Specification criteria using the evidence you provide in your application. This assessment will be completed by the Selection Panel of Governors. We will carefully check all applications for anomalies and any gaps in your employment history. Candidates who best meet the Person Specification will be invited to an interview via email by **29<sup>th</sup> January 2019**.

### References

We request two references for all candidates and will contact your referees if you are shortlisted. One referee should be your current or last employer. Where applicable, you should include a referee from your local authority or Multi Academy Trust.

### Interviews

The selection process will take place at Alexandra School over two days on **7<sup>th</sup> February 2019 and 8<sup>th</sup> February 2019**. Please make sure that you are available on both days. Please bring photographic proof of identity, your right to work in the UK and proof of your qualifications with you.

### Offer of Employment

We will make a verbal offer of employment by telephone and an offer letter in writing will be emailed. Any offer is made subject to satisfactory references, satisfactory DBS clearance and health check. Each candidate will be notified of the outcome and telephoned with a brief feed-back.

### Data Protection Act 2018

The information you have provided will be stored on the school's secure database and will only be used to process your application. It will not be passed to any other organisation.

### Safer Recruitment

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

# Job Description

## Headteacher

**Scale:** Leadership

**Responsible to:** Governing Body

### Domain 1: Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- 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.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### Domain 2: Pupils and Staff

- 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.
- 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.
- 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.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

### Domain 3: Systems and Process

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

# Job Description

## **Domain 4: The Self-improving School System**

- 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.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- 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.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- 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.

The headteacher is required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

The post holder may be required to do other duties appropriate to the level of the role.

This job description needs to be considered in light of the latest pay and conditions guidance and any updates to the Headteachers' standards.

# Person Specification

This person specification contains the specific requirements governors wish the applicant to demonstrate in order to be considered as an appropriate appointment to lead Alexandra school.

<b>Specification: Essential</b>		<b>Specification: Desirable</b>	
<b>1. Qualifications</b>			
<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Evidence of further professional study/personal development</li> </ul>		<ul style="list-style-type: none"> <li>• NPQH</li> <li>• Higher degree</li> </ul>	
<b>2 Experience</b>			
<ul style="list-style-type: none"> <li>• Effective senior leadership experience involving EYFS, KS1 and KS2</li> <li>• Experience of successfully leading a key school initiative or change</li> <li>• Experience of implementing well evidenced strategies resulting in raised achievement</li> <li>• Experience of monitoring and improving teaching and learning</li> <li>• Experience of successfully leading a team</li> <li>• Experience of reviewing and developing the curriculum to meet the needs of all children</li> <li>• Experience of working with all major stakeholders to achieve stronger outcomes</li> </ul>		<ul style="list-style-type: none"> <li>• Experience of exceptional teaching in more than one school and in particular KS2</li> <li>• Experience of setting, monitoring and managing budgets successfully</li> <li>• Experience of Ofsted inspections</li> </ul>	
<b>3 Leadership and Management</b>			
<ul style="list-style-type: none"> <li>• Implements strategic priorities and development plans consistent with school ethos and vision</li> <li>• Leads change by inspiring and empowering individuals to achieve high performance</li> <li>• Ability to use performance information for effective school self-evaluation</li> <li>• Ability to embed effective processes and systems</li> <li>• Adaptable to change and new information, unexpected obstacles and changing priorities</li> <li>• Makes well-informed, effective and sometimes difficult decisions for the good of the school</li> </ul>		<ul style="list-style-type: none"> <li>• Knowledge of how to optimise the use of the school's facilities</li> <li>• Experience of managing all aspects of the extended school day</li> <li>• Experience of recruiting, deploying and developing strong staff</li> </ul>	
<b>4 Teaching and Learning</b>			
<ul style="list-style-type: none"> <li>• Shows an up to date knowledge of educational pedagogy and national developments in teaching, learning and assessment</li> <li>• Supports and enables professional development of colleagues resulting in improved provision</li> <li>• Understands the factors which create barriers to learning; employs strategies to overcome them</li> <li>• Has the ability to set and achieve challenging targets for the school, teachers and pupils</li> <li>• Excellent knowledge of the Early Years, KS1 and KS2 curriculum with a commitment to a broad, rich and inspiring curriculum across all key stages</li> <li>• Experience of developing positive learning behaviours and working with challenging behaviour</li> </ul>		<ul style="list-style-type: none"> <li>• Successful experience of working with pupils with a range of SEND</li> </ul>	



# Person Specification

<p><b>5 Personal Attributes and Skills</b></p> <ul style="list-style-type: none"> <li>• Is kind, nurturing, thoughtful and puts children first</li> <li>• Can communicate a clear vision</li> <li>• Demonstrates a high standard of interpersonal, communication and presentation skills</li> <li>• Ability to work closely with and motivate staff, parents, governors and other members of the school community to achieve common goals</li> <li>• Has a passion for developing children's love of learning</li> <li>• Fosters an open and fair culture, is sensitive and manages conflict effectively</li> <li>• Deals effectively with pressure; remains optimistic and persistent, even under adversity. Shows resilience and recovers quickly from setbacks</li> </ul>	<ul style="list-style-type: none"> <li>• Strong ICT skills</li> </ul>
<p><b>6 Commitment</b></p> <ul style="list-style-type: none"> <li>• Commitment and drive to move a school forward, to challenge and change</li> <li>• Commitment to inclusive leadership and championing the needs of all children; respecting equality and diversity</li> <li>• Commitment to partnership working to secure excellence</li> <li>• Commitment to the highest possible standards in safeguarding; knowledge of safeguarding legislation and best practice</li> <li>• Commitment to the belief that all children have the potential to develop and succeed</li> </ul>	



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