



VAUGHAN PRIMARY SCHOOL



HEADTEACHER CANDIDATE PACK

INCLUDED WITHIN THIS PACK

Letter from our Chair of Governors	Page 3 / 4
Our school	Page 6
Our values and ethos	Page 8
Key facts	Page 9
What we are looking for	Page 10
What our children are looking for	Page 11
What we are able to offer you	Page 12
Key responsibilities	Page 14 - 16
Person specification	Page 18 - 20
Completing your application	Page 22
Important Information	Page 23

LETTER FROM OUR CHAIR OF GOVERNORS

Dear Applicant,

Recruitment of Headteacher for Vaughan Primary School

Thank you for your interest in the role of Headteacher. We are delighted that you see Vaughan as a school where you can make an impact.

The Governors at Vaughan are proud to be part of an exceptional school with children that are positive and eager to learn. We believe that a key part of this success is the strong links and relationships that have been developed between staff, children, Governors, parents and the wider school community.

In recruiting a Headteacher we are seeking someone to shape and share our vision and ethos; someone that is an innovative leader with the ability to inspire others.

We recognise that there are many challenges in the education system and that there are further changes ahead. By working together, we want to ensure that Vaughan maintains its wonderful learning environment for every child.

If you think you have what it takes to drive Vaughan forward then please come and visit us, to speak to the current Head and talk with the children. It will give you an opportunity to see our new school building and outdoor play facilities, which offer an attractive and spacious learning environment

LETTER FROM OUR CHAIR OF GOVERNORS

We will be inviting those applicants shortlisted to attend an interview day on Monday 4th March 2019. We will share more details about the interview day in due course.

Thank you for your interest in Vaughan. My colleagues and I look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge.

Yours faithfully

Lisa Young

Chair of Governors

Visits to the school

If you have any questions about the role please contact school governor Andy Troup by email at governors@vaughan.harrow.sch.uk

We encourage you to visit our dynamic school and see it in action. We are holding two open mornings on:

Friday 8th and Thursday 14th February 2019 from 9am to 12 noon.

Potential candidates will be given an overview of the school by Teacher / Governors and see it on a normal working day. This is an informal opportunity to get to know more about the school and see if it is the right fit for you. Please contact Mrs Kirsten Beaven, School Business Manager on 020 8427 7222 or email office@vaughan.harrow.sch.uk to book your appointment.



OUR SCHOOL

Vaughan is a warm and welcoming 3-form entry maintained primary and nursery school in West Harrow, which benefits from a new building completed in 2015 providing excellent space and resources for our staff and children.

In a recent parent questionnaire 99.5% of parents say their children are happy and enjoy coming to school; they enjoy a safe and caring environment in which to learn and play. Staff at Vaughan are dedicated to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

The school body have worked effectively together to improve the outcomes of our children whatever their starting point. There have been many great successes such as redesigning the early years setting to further develop the provision for boys and some great steps forward across the school in reading and writing. Our achievements in supporting pupils needing extra help to fulfil their potential were recently recognised by London's 'Schools for Success' programme.

We are keen now for an inspirational headteacher to build on the many strengths of the school ensuring continual improvement for our children. You will know what 'Outstanding' looks like and be able to lead our talented and motivated team with this in mind. You will be able to paint a clear vision for our staff and Governing Body, set strategic and challenging targets and develop a research-led culture for all stakeholders to aspire to whilst ensuring you retain expected guiding educational light for our community.

We are able to offer the right candidate a tailored package of support and development which meets their needs and aspirations for the future.

If you can feel the pull of Vaughan's inclusive character coupled with the excellent opportunities the school and the wider school community has to offer you then take some time to find out more about us. We are looking forward to hearing from talented individuals who have the right credentials to lead Vaughan in to the future.



OUR VALUES AND ETHOS

We aim to prepare our children for a happy future and provide purposeful opportunities for life-long learning through a passionate team and an enabling environment.

Vaughan gives children confidence in who they are, an enthusiasm for and a love of learning together with a drive to succeed. Our Vaughan family cares for everyone, and children learn to celebrate difference

Vaughan is a diverse, safe and inclusive environment where pupils can enjoy and develop to their full potential. We have an aspirational culture for our pupils, which is shared by the whole school community. We expect high standards, sensible behaviour, hard work and respect for everyone.

Our school is a place where children feel safe, secure and happy within a caring ethos and climate of trust which values all members of the school community.

The school values pupil voice and we ask the pupils about their learning, their concerns and for their ideas about how we can make things better for them.

At Vaughan we promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

KEY FACTS

Type of school:	Maintained
Age range:	3 —11 years
Year school established:	1908
New building opened	2015
Number of students:	659 (637 FTE)
% SEND:	10%
% Pupil Premium:	13%
% FSM	8%
% EAL:	50%



WHAT WE ARE LOOKING FOR

- ♦ An innovative and dynamic leader with the ability to motivate and inspire others
- ♦ A proven track record of developing Teaching and Learning through research led practice in a diverse primary school setting
- ♦ An individual who knows what exceptional looks like and can lead us in the next phase
- ♦ Able to articulate a vision and take the school community with them on the journey
- ♦ Able to use CPD opportunities imaginatively to develop the wider staff team
- ♦ Is good at building rapport with children, parents, staff and governors to create an inclusive and aspirational learning culture for all
- ♦ Commercially astute and able to grow links which will benefit the school
- ♦ Exudes enthusiasm and a 'can do' attitude



WHAT OUR CHILDREN ARE LOOKING FOR

Our children are looking for their new Headteacher to be like this:

- Listens to children
- Positive
- Encouraging
- Smart
- Fair
- Kind
- Approachable
- Good sense of humour
- Organised
- Provides a safe environment



WHAT WE ARE ABLE TO OFFER YOU

- A remuneration package reflecting the calibre of candidate we are looking for
- Continuing Professional Development to ensure your appointment is successful and rewarding (incl. NLE development)
- Expertise and additional support if required in specific areas
- A strong staff body with a growth mind-set who are keen to embrace new ideas
- Supportive parents and strong partnerships in the local community
- A committed and active governing body
- Good local links with the headteacher cluster of schools
- An outward-facing approach to working





KEY RESPONSIBILITIES

MAIN PURPOSE OF ROLE

Overall responsibility for providing leadership for the school to secure its success and continuous improvement, ensuring high quality education for all its children and improved standards of teaching and learning in line with statutory requirements.

This Job Description reflects the national standards of excellence for Head Teachers 2015

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

DUTIES AND RESPONSIBILITIES

The National Standards of Excellence for Headteachers are set out in four domains:

- Qualities and knowledge
- Students and staff
- Systems and process
- The self-improving school system

There are four 'Excellence as Standard' domains. Within each domain there are six key characteristics expected of the nation's Headteachers; some of these have been expanded to give a more comprehensive description of the role.

KEY RESPONSIBILITIES

Domain One:

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 children 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 children and staff to excel.

Domain Two:

Children and staff

1. Demand ambitious standards for all children, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on children's outcomes.
2. Ensure each and every child is given the opportunity to achieve their full potential and make a positive contribution to society.
3. Secure excellent teaching through an analytical understanding of how children learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and children's well-being.
4. 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.
5. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. In a culture of professional reflection and of celebrating success.
6. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
7. Hold all staff to account for their professional conduct and practice.

KEY RESPONSIBILITIES

Domain Three:

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 children and staff, focused on safeguarding children 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 childrens', 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 childrens' 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

1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all children.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all children.
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.



PERSON SPECIFICATION

Important information for candidates who are thinking of applying for this Headteacher post.

Please ensure that you provide evidence relating to the person specification. A candidate will only be considered for shortlisting and move forward for the subsequent person specification sections if they meet the first 7 areas within the person specification criteria grid.

It is important to provide examples using the STAR acronym (situation, task, action, result/impact) relating to the person specification criteria. This will be evidenced via Application (A), Interview (I) and/or References (R)

Criteria	Essential or Desirable	Evidence
Qualifications & Knowledge		
Qualified teacher status	E	A
Degree or Equivalent	E	A
Has successfully undertaken appropriate Child Protection training/Designated Senior Leader training	E	A
Commitment to safeguarding	E	A, I
Knowledge and understanding of Early Years Foundation Stage, Key Stage 1 and Key Stage 2	E	A, I
Professional Development		
Recent successful and substantial leadership and varied experience as a primary Headteacher, Principal, Deputy Headteacher, Vice Principal or School Improvement Lead	E	A, I, R
Evidence of appropriate and continued professional development for the role of Headteacher in a large Primary school	E	A
Evidence of recent leadership, management and operational development which has had an impact on school development	E	A, I
Has successfully undertaken approved 'Safer Recruitment' training	D	A

PERSON SPECIFICATION

Criteria	Essential or Desirable	A, I, R
Whole School Leadership and Management Experience		
Successful record of developing and conducting staff performance management	E	A, I
Evidence of leading whole school CPD and monitoring the impact	E	A, I
Has taken an active role in whole school policy development and implementation	D	A, I
Experience of working with all stakeholders, including parents, governors and school improvement partners	E	A, I
Experience of implementing a strategic school improvement plan across the whole school, identifying priorities, evaluating the impact and raising pupil achievement	D	A, I
Experience of leading change effectively and successfully	E	A, I
Evidence of commitment to promoting health and safety and the welfare of children	E	A, I, R
Absolute commitment and proven record of promoting the educational inclusion of all pupils including SEN, EAL, G&T	E	A, I, R
Knowledge, experience and evidence of activities which are successful at closing the gap for disadvantaged and underachieving students	E	A, I, R
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil achievement	D	A, I
Leadership Skills		
Ability to articulate a clear vision for the future	E	A, I
Proven record of inspiring, enabling and motivating others to succeed	E	A, I, R
Able to delegate and effectively achieve outcomes and provide development opportunities for staff	E	A, I, R
Excellent communication skills, including written and verbal communication skills	E	A, I
Ability to build appropriate and effective relationships with children staff, parents, governors and other stakeholders	E	A, I, R

PERSON SPECIFICATION

Criteria	Essential or Desirable	A, I, R
Personal Qualities		
A genuine passion for education, coupled with the ability and enthusiasm, to see every student fulfil their potential	E	A, I, R
Leads by example with integrity and resilience	E	A, I, R
Flexible leadership style, beings 'hands on' when required balanced with knowing when to delegate	E	A, I, R
Visible and approachable, empathetic and enjoys engaging with children, staff, parents and the wider community	E	I, R
Demonstrates resilience whilst also showing compassion in dealing with issues	E	I, R
A people person who actively enjoys communication with the different stake holders in the school community (including listening to and inspiring children, staff, parents and the wider community)	E	I, R
Able to take a dynamic approach to the changing needs of the school population	E	I, R
Demonstrate a capacity for sustained hard work with energy and enthusiasm	E	I, R



Completing your application pack

Application Form

Using the standard application form provided or the online application form on Teach in Herts (CVs are not accepted) please complete all aspects of the form fully. Include your full work history **by month and year**, with no unexplained gaps since leaving school education. Include all the professional development you have completed, particularly those in recent years which have helped to prepare you for headship.

Person Specification and Personal Statement

When writing your responses it is really important 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 round. Preferred referees are your last two employers and you should provide their official organisational email address for us to contact. One referee is likely to be your current or most recent Headteacher or Chair of Governors.

IMPORTANT INFORMATION

Leadership pay range—Group 4 school	£68,559 — £78,123 (L21—L27)
Start date	September 2019
Closing date	Thursday 21st February 2019 at 9:00am
Shortlisting date	Monday 25th February 2019
Interview date	Monday 4th March 2019

Visits to the school	Open mornings have been arranged on Fri 8th, and Thurs 14th Feb—please contact Mrs K Beaven at office@vaughan.harrow.sch.uk Tel: 020 8427 7222
Visit the school website	www.vaughan.harrow.sch.uk
Visit the Teach in Herts website	www.teachinherts.com
Send your completed application form to	leadership.recruitment@hertsforlearning.co.uk
Any questions, call the leadership recruitment team	01438 845785

Vaughan Primary School and Harrow Council are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check, including the barred list, as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2018).

