



HEADTEACHER APPLICATION PACK





Dear Applicant

Thank you for your interest in becoming the next Headteacher of Stoneydown Park Primary School.

Our school is a diverse, three-form entry primary school comprised of an infant site, and a junior site both bordering Stoneydown Park, a short hop away from each other.

The successful candidate will be strongly committed to the ethos of our school. This is:

- to have an uncompromising commitment to ensuring all of our pupils receive an excellent, rounded education through a broad and rich curriculum with a strong focus on the creative arts;
- to be a vibrant and diverse school at the heart of our community; and
- to achieve high standards by challenging ourselves and constantly seeking to improve.

As part of our commitment to a rich and broad curriculum our senior leaders have recently renewed our fun, interesting and creative curriculum and developed and supported our staff to deliver it successfully. They have also secured dedicated art and music spaces within the school, have initiated a project to secure dedicated space in the future as our school completes its expansion and have engaged the whole school in community art projects such as the BIG Sound. We want our new Headteacher to be able to lead our senior team with the same level of commitment, ambition and creativity to meet the future challenges we face.

Our school community is diverse, both culturally and socio-economically, and changing in parallel with the Walthamstow community. We celebrate the diversity of the school and are enthusiastic about meeting the challenges of the changing demographic and ensuring all children of all backgrounds continue to succeed at Stoneydown Park. We have successfully expanded our school from one to three form entry over the last five years, including acquiring and developing our wonderful new infant site. Alongside this, we have developed the support provided to our pupils, with extended offers of breakfast, teatime and holiday clubs, as well as nurturing spaces for all children to thrive including a special SEN space, an outdoor library and a garden. Our new Head will have a strong commitment to continuing to support our community as it changes, including children with more complex needs, be able to identify opportunities and lead projects to provide that support and communicate confidently and effectively with our diverse cohort of parents, staff and children about that work.

You will see from our recent Ofsted reports that we are a consistently high achieving 'good' rated school with an excellent track record in meeting the challenge of improving the standard of education our children receive. We believe strongly that continuing this approach without compromising our rich and broad curriculum can make us a genuinely outstanding school in all respects and take us to a formal 'outstanding' rating in due course, particularly in light of the recent changes to the Ofsted inspection framework. We seek a Headteacher who is equally committed to leading our school on that journey.

Please do take the opportunity to arrange a visit to our school to find out more about us. If you have any further questions then please do call the school office (020 85207026) to arrange a telephone conversation with me.

I hope this letter, together with the other information in this pack, inspires you to want to become our new Headteacher.

Yours sincerely,

Chris Bradshaw
Chair of Governors



A COMMUNITY CENTRED SCHOOL OFFERING A BROAD AND CREATIVE CURRICULUM

Stoneydown Park is a happy, growing school, at the heart of the community, expanding to become fully 3-form entry by 2020. We have two sites, a short hop away from each other, across Pretoria Avenue, but we are very much one school.

Stoneydown Park is an open and welcoming school. Our pupils, staff, parents and governors all play an integral part in shaping our present and future; we value learning from each other and enjoy celebrating our pupils' achievements.

Working together, we have an uncompromising commitment to ensuring all our pupils receive an excellent, rounded education through an enriched and creative curriculum. Our committed and caring staff work enthusiastically to ensure all children thrive and have the tools to succeed. We know that children achieve best when they are engaged, challenged and see purpose in their learning.

Our school values and ethos focus on children being happy, confident, life-long learners and we believe that:

We are at the heart of our community

- we welcome and celebrate all our families and cultures
- we help our community
- we care for our environment

We love being creative with our learning

- we think independently and creatively
- we are all entitled to access to the creative and performing arts

We challenge ourselves – there are no limits to what we can achieve

- we are ambitious for our futures and have a love of learning
- we want to constantly improve

At Stoneydown Park, we are determined that all our children will make excellent progress in developing the skills, knowledge, understanding and attitudes needed for high quality learning.

We believe that we all learn best when we work together and when lessons are creative and fun. We have devised a curriculum map that is built on a 2-year cycle enabling classes to work together on half-termly topics.

We also recognise that the curriculum experienced by the children does not just include the planned curriculum but involves the so-called 'hidden curriculum' of relationships, ethos, informal learning and learning outside school hours.



What Ofsted says about our school from its 2017 report

“The leadership team has maintained the good quality of education in the school since the last inspection, as well as overseeing the expansion of the school and significant building work. You have managed this expansion well and have provided strong leadership. You have ensured that the day-to-day running of the school has remained stable and rightly focused on the quality of pupils’ education.

“... you and your leadership team have supported teachers to develop strong subject knowledge. This has resulted in an increase in the numbers of pupils achieving age-related expectations in reading, writing, mathematics and science. Leaders have ensured that, through good teaching and effective support, any differences between boys’ and girls’ attainment have diminished.

“You have identified that there is still some work to be done to ensure that pupils with lower starting points make substantial progress. As a result, you have plans to develop teachers to support pupils in Years 1 and 2 to make significant advances in their learning.

“Your governors are well trained and are ambitious for the school. They know the school well and work effectively with you and your senior team to provide both support and challenge. This is helping to drive continued improvements across the school.”

Some Stoneydown Park facts

A three-form entry school with currently 476 pupils on role
(excluding the nursery)

The school expanded to two-site, three-form entry in
2015 and will be fully 3 form entry by 2020

The school has an on-site nursery with a current roll of 41 children
(17 AM, 15 PM, 9 full-time)

While, like all schools, we face a tight financial situation, with the support of governors and first-class administrative team we successfully manage a balanced budget for the school.

The school is a member of a soft federation (West Walthamstow Partnership) with four other local grant-maintained schools, which includes two secondary schools

We have an active PTA that relentlessly fundraises and supports the school in its efforts to have a broad and creative curriculum.



Key information about Stoneydown Park Primary School

Pupils on roll (March 2019)	523
Pupil Premium pupils	95 (18%)
SEN pupils	135 (26%)
EAL pupils	279 (53%)

Results and outcomes

Y6 SATs results 2018 (47 Pupils)										
%	Reading School	National	Writing School	National	Maths School	National	GPS School	National	Combined School	National
Expected	74	75	72	78	81	76	89	78	68	64
Above	19	28	19	19	28	24	37	34	13	10
Average Scaled Score	105	105	NA	NA	107	104	111	106	NA	NA
Progress										
%		Reading School	National	Writing School	National	Maths School	National			
Progress Score		1.6	-	NA	NA	3.4	-			
Y2 SATs results 2018 (79 pupils)										
%		Reading School	National	Writing School	National	Maths School	National			
		75	-	70	-	70	-			
		27	-	18	-	24	-			
Progress										
Progress from Foundation Stage to Y2 (expect 6)			Reading		Writing		Maths			
			6.1		6.2		6.0			
Y1 Phonics results 2018 (79 Y1 children)										
School=78% Year 1 met expected standard NB not yet available										
EYFS (Reception) outcomes 2018 (89 children)										
		School	National	GLD= Good level of development						
GLD		68	-							
Reading Expected School		National	Writing School	National	Maths School	National				
72		-	70	-	74	-				
Reading Exceeding School		National	Writing Exceeding School	National	Maths Exceeding School	National				
16		-	11	-	15	-				

On our website, www.stoneydownpark.org.uk, you will find much more information including our statutory policies, staffing, governing body, and performance tables.



Job description - Key responsibilities of the role

Leading teaching and learning to drive ambitious outcomes and a love of learning for all pupils:

- Create a culture of success for all, in which pupils of all needs are both supported to succeed and have high expectations set for them.
- Continue to prioritise a broad, balanced and creative curriculum at all stages, championing access to the arts for all and building on the creative and independent curriculum currently being delivered.
- Continue to improve outcomes for pupils of all ability and need.
- Drive the continuous improvement of learning and teaching, informed by rigorous monitoring and evaluation and responding to school needs.
- Implement quality strategies, driven by excellent teaching and assessment, to raise achievement, including strategies to support attendance and behaviour.
- Ensure a safe and calm environment for all staff and pupils, which allows children to be happy, confident and become life-long learners.
- Recognise the important role of pastoral support in pupil success and ensure excellent pastoral care supports the wellbeing of children and support compassionate social and practical support for families in need.
- Keep outcomes for all children at the heart of all decision-making.

Supporting and developing staff to continually improve:

- Support all staff to achieve within a school community that focuses on ambitious outcomes for all and a desire to improve.
- Build a trusting and collaborative culture, where staff are trusted and supported to reflect on their practice, work together and grow as professionals.
- Share and grow leadership within the school, giving opportunities for development and enabling staff to contribute fully to the vision of the school by growing and sharing their expertise.
- Ensure personal and professional growth that benefits the school and staff by providing opportunities for high quality training and development via a range of methods including mentoring, coaching and access to local networks.
- Uphold high standards of staff wellbeing; through modelling work-life balance, setting clear and fair expectations as well as providing proactive support.



Supporting and developing staff to continually improve: (Continued)

- Maintain robust, transparent and supportive systems for staff induction, development and performance review in which staff get regular feedback.
- Work with the governing body to recruit and retain a high-quality team and ensure appropriate succession planning is in place.
- Ensure the structure and deployment of staff best supports the aims of the school and utilises the expertise of the team.

Working strategically:

- Set a clear vision for the school, with contribution from pupils, staff, governors, parents/carers and the wider community.
- Model the school's vision: be visible, transparent and an excellent communicator and advocate of the school to all stakeholders.
- Ensure that the vision and planning is deeply informed by the school's ethos and values.
- Develop robust cyclical planning, both medium term and long-term strategic, for continuous improvement, working with the whole school community and wider networks to meet the school's vision.
- Lead a whole staff understanding of the School Development Plan, including effective and transparent communications about needs and priorities.
- Share the school's development with key stakeholders, including pupils, staff, Governors and parents/carers.

Working in partnership:

- Nurture and maintain effective partnerships to provide support and opportunities for the school, including with parents/carers, Governors, local schools and the Local Authority.
- Work effectively with the Governing Body to set and deliver the school's vision.
- Work effectively with parents/carers, including with the PTA, to ensure they are well-informed and fully engaged about the school and their children's progress, as well as having opportunity to influence it.
- Maintain the school's reputation as outward-facing, working with the wider community and other schools on projects that share best practice, build on the school's reputation and benefit children, their families and the local community.
- Maintain an excellent understanding of the local and national context; ensuring the school can effectively navigate the challenges and opportunities that it brings.
- Celebrate the richness and diversity of the school community.



Managing the school and its resources:

- Be accountable for the financial management of the school, ensuring that appropriate priorities for expenditure are set as part of a balanced budget, and that the systems are in place for the effective monitoring of funds.
- Manage and organise the school environment in order that it effectively meets the needs of the curriculum and health and safety regulations.
- Ensure that the management of finances and resources is monitored and evaluated to best support outcomes for the children.
- Overall, ensure effective organisation and management of the school's resources in line with the vision and ethos of the school, seeking ways to improve structures and functions based on rigorous self-evaluation and sound financial planning.

Safeguarding:

- Able to demonstrate commitment to the safeguarding and protection of children and to the personal development of all pupils, with expectation that all staff and volunteers share this commitment.
- Detailed understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety.
- Ability to effectively implement safeguarding legislation and maintain a culture of safeguarding awareness, risk assessment and management.





Person specification

A – Application **I** – Interview **T** – Task

Qualifications and Training

Criteria	Desirable/ Essential	How assessed
Qualified Teacher Status.	E	A
Good honours degree or equivalent qualifications.	E	A
NPQH or recent additional professional qualifications.	D	A

Experience

Criteria	Desirable/ Essential	How assessed
Proven and recent senior leadership and management experience.	E	A/I
Track record of raising attainment and school improvement for children of a range of abilities.	E	A/I
Evidence of effective use of data to drive progress and attainment.	E	A/I/T
Effective financial, resource and budget management.	E	A/T
Evidence of being an inspirational and reflective leader and role model for a school community.	E	A/I/T
Experience of working with key stakeholders: governors, parents/ carers, Local Education Authority.	E	A/I
Experience of project management.	D	A/I
Experience of wider community engagement.	D	A/I



Person specification

A – Application **I** – Interview **T** – Task

Knowledge and skills

Criteria	Desirable/ Essential	How assessed
Be ambitious and passionate about improving outcomes for all children.	E	A/I/T
Have an excellent understanding of how to deliver a broad and balanced curriculum, which allows all children to become happy, confident life-long learners.	E	A/I/T
Have a warm and caring approach, in line with the ethos of the school.	E	A/I/T
Be able to combine a strong vision with a collaborative approach.	E	A/I/T
Have the ability to support, develop and inspire staff, with a commitment to an ethos of continual learning.	E	A/I
Bring experience and expertise, as well as draw on the experience and expertise of the team.	E	A/I/T
Be able to be calm, resilient and have a positive problem-solving approach to challenges.	E	A/I/T
Be able to be thoughtful, critical and reflective.		A/I/T
Have an excellent understanding of the requirements of OFSTED.	E	A/I
Have an excellent understanding of governance.	E	A/I
Have an understanding of Walthamstow or similar educational contexts.	D	A/I/T



Headteacher application and interview process

Prospective candidates are very welcome to meet the current headteacher for a tour of the school on the following dates:

Wednesday 24th April **9.00 am – 10.00 am**

Friday 26th April **9.00 am – 10.00 am**

Friday 3rd May **9.15 am – 10.15 am**

The closing date for applications is 12.00 pm on Friday 26th April.

Shortlisting of candidates will take place in the week commencing 29th April and if shortlisted candidates will be invited to the following:

Assessment day and interviews **Wednesday 8th May**

Interview day for final candidates **Thursday 9th May.**

