

Headteacher Pack

Cayley Primary School

Aston Street, London E14 7NG

January 2021



0207 790 1490

www.cayley.towerhamlets.sch.uk

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Welcome from the Chair of Governors



Headteacher
Lissa Samuel



Deputy Headteacher
Mark Axworthy



Dear Candidate

The Governors at Cayley Primary School would like to thank you for your interest in applying to become our next Head Teacher.

As Governors, Staff and Families of Cayley Primary School we are proud of our children and school. The school is a maintained school which is located in Stepney Tower Hamlets. The building is part Victorian, part 21st century. A very interesting amalgamation. There are 548 children on roll, with currently 3 form of entry which will decrease to 2 form entry from September 2021. The school serves a diverse community.

If successful, you will be replacing the current Head Teacher Lissa Samuel who retires at the end of August 2021. Lissa has been in post for the past 11 years and has been a member of staff at Cayley for 24 years. The whole school is sad that Lissa is retiring. She has worked tirelessly and always gone above and beyond what was expected.

We are a Good school where the children come first. The curriculum is broad, providing both personalised and creative content and addressing the core subjects. We are keen to continue pursuing new, fun and innovative ways to help our children to love learning and enjoy their time at Cayley Primary School.

I have always found the children at Cayley to be polite, well behaved, respectful with a sense of fun and curiosity. I think that their behaviour reflects the ethos and character of the school. I think that the school community lives up to the school motto of Explore, Excite, Excel.

The school and all its staff are outward facing and are engaged in key partnerships with the Stepney Partnership, Tower Hamlets Education Partnership. Cayley also works with LETTA and Cumbria University in offering student placements. The Partnerships offer staff the opportunity for professional development and a network for support and learning.



Aston Street, London, E14 7NG

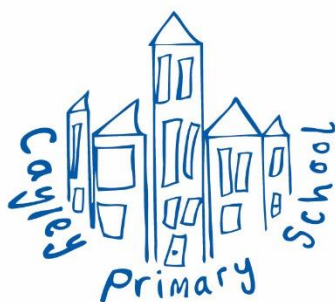
Tel: 02077901490

admin@cayley.towerhamlets.sch.uk





Headteacher
Lissa Samuel



Deputy Headteacher
Mark Axworthy



The Governors believe the chance to lead our school is a brilliant opportunity for a Head Teacher who is passionate about education keen to innovate and who can develop an ambitious vision and strategy for the future of Cayley Primary School.

Whilst we place a high value on previous experience, we are open minded about who our new leader will be and are eager to find somebody with exceptional leadership skills, energy and commitment.

No letter or communication in 2020 can go out without the mention of Covid 19. Like all schools Cayley has been very well organised and conscientious in the measures it is taking to protect children and all staff. The premise and cleaning team are doing a really good job.

We think it is important to offer candidates the opportunity to visit the school and we propose to facilitate this by offering appointments to come to the school after the children have vacated and also to offer a virtual walk around the school whilst the school is at work.

Nancy Gray the School Business Manager will coordinate the arrangements her email address is nancy.gray@cayley.towerhamlets.sch.uk or alternately please phone the school office on 020 7790 1490.

We look forward to receiving your expressions of interest and applications.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Nick Paul'.

Nick Paul MBE
Chair of Governors



Aston Street, London, E14 7NG
Tel: 02077901490
admin@cayley.towerhamlets.sch.uk



Recruitment Process Details

To start: September 2021

Salary range: L20 to L26 (£75,345 to £86,001)

NOR: 548

Closing date for applications: 12 noon on 28th January 2021

Interview dates: 9th & 10th February 2021

(Candidates to be notified of attendance by 3rd February 2021)

Subject to Covid-19 restrictions and procedures, visits are strongly encouraged and can be booked by contacting Nancy Gray on 0207 790 1490 or at

nancy.gray@cayley.towerhamlets.sch.uk

The Headteacher Job Description and Person Specification can be found at the back of this pack.

To apply for this role please complete the Tower Hamlets application form.

In addition to the application form you are required to respond to the Person Specification requirements for this role with evidence and examples of your experience. You are not at this stage expected to respond to all points as many can only be established at interview. Your response to this should be no longer than 2 A4 sheets in Ariel 11 font.

You are also required to provide a Personal Statement with the reasons why you would like to be the new Headteacher of our school. Your Personal Statement should be no longer than one A4 sheet in Ariel 11 font.

If you have any questions about the role or the process of application, please call Andrew Best on 07917 080201.

We are committed to ensuring equality and diversity is central to the operation of our school through the staff we employ and the provision that we make.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

About the School

Cayley Primary School is a local authority community school admitting children from the ages of 3-11. Cayley is a three-form entry school, based in the heart of Stepney.

We are a happy and healthy school and believe that everyone should be valued for his or her individuality, culture and heritage and that they are encouraged to achieve their full potential in a stimulating, challenging and caring environment and we're only able to achieve this through a strong partnership between home and school. We will help our children to achieve their potential as a member of our school community where all children are respected and valued. We expect our children to leave Cayley with a life-long love of learning and well prepared for the challenges ahead.

Vision and Values

Our Vision is to Empower Cayley's Community to Explore and Excite in the pursuit of Excellence, through our Values of: Respect, Integrity, Diversity, Creativity, Resilience and Teamwork.

Our vision is working when our school community say:

Explore

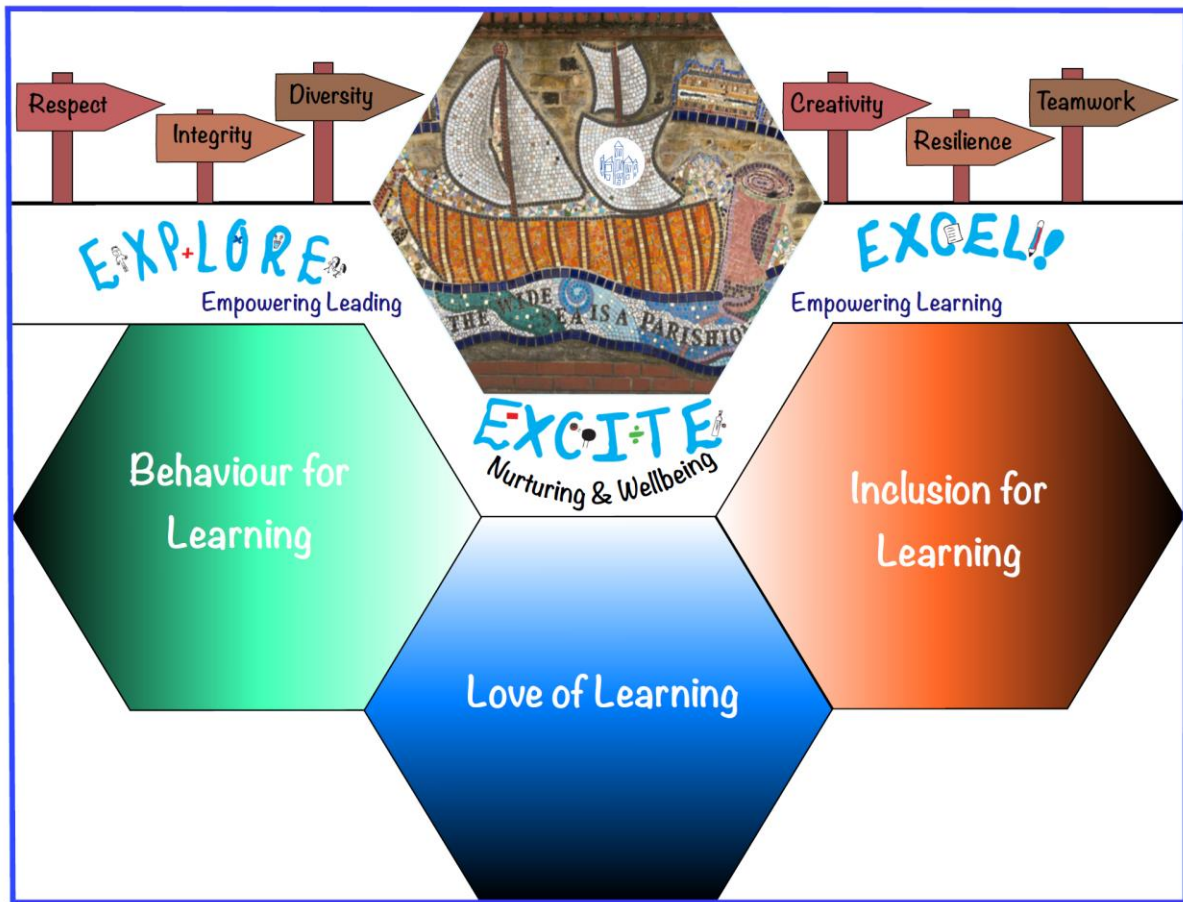
- I enjoy going to my school and my achievements are celebrated
- School is welcoming, caring and happy
- I am proud of our school
- I am **resilient**
- I know that it is important to be honest, truthful and responsible and to show **respect** and consideration for others
- Everyone is safe to explore and develop values of care, **respect**, honesty, tolerance and **integrity**
- I have a Growth Mindset, sharing and valuing learning through great **teamwork**

Excite

- Learning is interesting and exciting
- Clubs are **creative** and enrich learning experiences
- I feel valued and accepted by everyone
- I understand and **respect** that people are all different and I enjoy the **diversity** and exploring the variety of ways in which different people live

Excel

- I expect and am encouraged to do my best in everything
- I am encouraged and given the freedom to **explore excite** and **excel**



Equality

Our objectives are:

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling.
- To narrow the gap between boys' and girls' attainment in writing in the primary phase (Y2 – Y6).
- To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.
- To tackle prejudice and promote understanding in relation to people with disabilities.

Our Curriculum

Our well-organised curriculum is structured to stimulate creative thinking and dialogue between the pupils, staff and parents.

We encourage pupils to explore the world around them through practical exploration and discovery. Pupils are given the opportunity to learn through cooking, become fit and healthy through PE lessons and after-school clubs and we are beginning a programme of forest school learning. At the core of our curriculum is the belief that all pupils must become avid and expert readers. We are very effective at teaching pupils this skill and have high expectations of pupils reading for pleasure at home daily. We value our right to learn and play, to engage in stimulating learning opportunities that meet the needs and access of our school community, inside and outside the classroom. We plan rich and varied learning experiences recognising that learning is part of life and a life-long skill.

At Cayley we teach the National Curriculum core subjects of English and Mathematics each morning. In English we follow the Read Write Inc (RWI) for phonics, spelling, and Read Write Inc (RWI) & Literacy and Language (RWI) programmes for reading and writing. In Mathematics we follow the Lancashire Mathematics Planning 2014

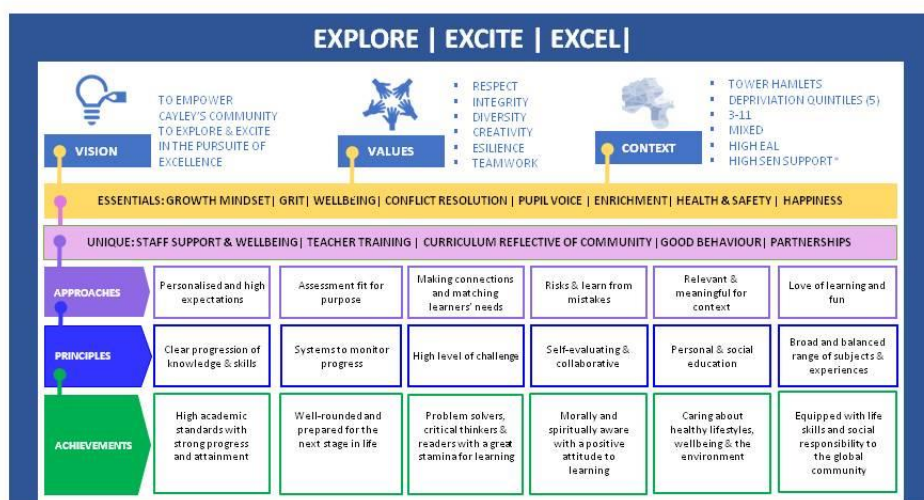
The Cayley Primary Curriculum (CPC) is taught each afternoon and consists of:

- National Curriculum foundation programmes of study
- Tower Hamlets Agreed Syllabus for RE
- PHSE (Personal, Health, Social Education)
- Enrichment curriculum and programme of themed events

These are taught through thematic, contextual and inspired half termly themes.



CAYLEY PRIMARY SCHOOL CURRICULUM VISION CHART



This is result of a collaboration of curriculum leads with all staff at the school -
 June 2020, Version 0.6
 * 2019 DATA

Further information about our curriculum can be found on our school website.

Learning outside the classroom

Educational trips and learning outside the classroom are an integral part of life at Cayley. Trips and visits are arranged to coincide with the topics they are learning about in the classroom. This ensures that pupils' knowledge, understanding and skills can be developed through personal discovery which may not be achievable in the classroom. Some of the learning opportunities outside the classroom include: the school grounds, the local environment and parks, galleries, museums and places further afield. In Year 5 pupils have the opportunity to attend a residential trip which provides them with enjoyable opportunities to challenge their physical skills, make new friends and become more independent.

All trips and learning outside of the classroom are thoroughly planned by a member of staff nominated as group leader to ensure the pupils' health, safety and well-being is of paramount importance.



Behaviour

Aim:

To support children and staff in establishing and maintaining positive behaviour for learning and for life within and beyond school, enabling each of us to achieve the aspirations described in our vision.

Written Statement – our Ethos:

At Cayley, we have a vision, values and a Code of Conduct based on rights, respect and responsibility, where all children and adults contribute to a community in which we can learn and teach, feel valued, and feel safe.

We know that ‘behaviour’ is the way we act and respond to people, and to situations we find ourselves in. At Cayley, in keeping with our vision and values, we take a ‘guidance approach’ to helping children learn about behaviour and develop positive behaviour for learning and for life within and beyond school. Within this view, ‘discipline’ is about teaching, rather than controlling or punishing children. Children’s emotional lives and the quality of their relationships are crucial to this process.

We remember that:

- Children are learners.
- When we’re learning, we make mistakes.
- Making mistakes should lead to learning.
- Children behave as they do for many reasons during their stages of development, e.g. the strong feelings they have, the influences upon them, or needing adults’ attention.

It is vital that adults create the best ‘conditions for success’ for children’s learning. We can create a safe, secure and emotionally, cognitively, physically ‘enabling environment’.

Positive communication, within the two ‘main modes’ of ‘acknowledgement’ and ‘problem-solving’, plays a significant part. It should:

- Help children to ‘get back on task’.
- Help children to learn how to make good decisions.
- Help to prevent problems from getting worse.

Over time, adults’ support and action helps children learn to understand, take responsibility for, and develop control over their own behaviour and emotions, and to understand the effect of their behaviour on others.

SEND

There are times when some children need additional support during their school life. Through our special needs support within school, and with assistance from parents/carers, outside agencies and local special schools. We endeavour to identify promptly a child's particular needs, so that individual programmes can be provided when appropriate.

We are a fully accessible school with lift access to each floor.

Safeguarding

We are committed to promoting the safety and welfare of all our pupils, staff and visitors.

As part of this commitment, we have a legal responsibility to inform Social Care of any child protection concerns relating to children who attend our school. Cayley follows the procedures outlined by the Tower Hamlets Safeguarding Children Board (THSCB) - a guide to procedure and practice for all professional staff in Tower Hamlets who work with children.

Extended School Provision

We run several different types of clubs at Cayley:

- Breakfast Club from 8.00am - 8.45am, and
- After School Child Care Club which runs from 3.30pm to 5.30pm daily throughout the term, as well as,
- Curriculum Clubs which run for part of each term.



Partnership working

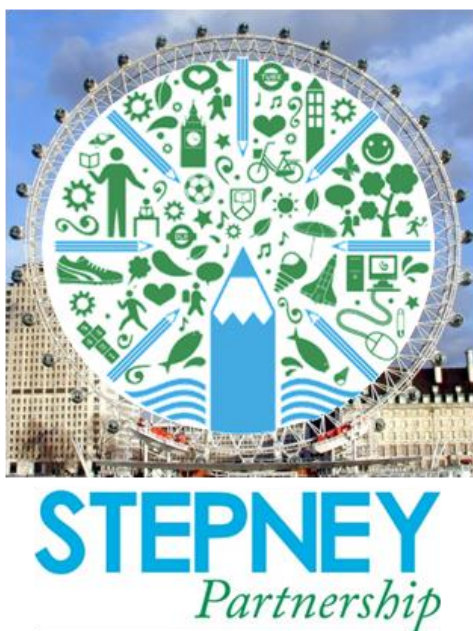
Tower Hamlets schools have worked together to establish **THE Partnership** (Tower Hamlets Education Partnership) as a schools-led vehicle for driving school improvement and innovation. It is a partnership that operates as a family with determination to do the best for every child in the family. Not only have Tower Hamlets' schools taken on responsibility for their own improvement, but they have also committed to ensuring that other schools in the family have the support they need to improve.

THE Partnership is an active, commercial body, set-up as a charitable trust to make sure that our schools have access the best possible support to identify and meet their improvement needs.

Cayley is also a member of the **Stepney Partnership**, which is formed of primary, secondary and special schools in the local area (Cayley; Halley; Marion Richardson; Redlands; Smithy; Stepney Green Science and Computing College, Sir John Cass and Stephen Hawking Special School, Stepney Greencoat and Harry Gosling). The schools all work together to share ideas and resources.



Tower Hamlets Education Partnership
IMPROVING SCHOOLS TOGETHER



Pupil Outcomes

EYFS Results				
Subject/Aspect	2018 School Results	2019 School Results	National Results 2019	
Good level of development	70%	64%	68%	
Year 1 Phonics Check Results				
Subject/Aspect	2018 School Results	2019 School Results	National Results 2019	
Overall	90%	90%	82%	
KS1 Results				
Subject/Aspect	2018 School Results	2019 School Results	National Results 2019	
Reading % ARE +	86%	81%	78%	
Reading % greater depth	19%	22%	25%	
Writing % ARE +	68%	77%	69%	
Writing % greater depth	18%	19%	15%	
Mathematics % ARE +	77%	86%	76%	
Mathematics % greater depth	23%	17%	22%	
KS2 Results 2018				
Subject/Aspect	2018 School Results	2019 School Results	Progress Score 2019	National Results 2019
Reading % ARE +	76%	83%	+3.65	73%
Reading % greater depth	17%	53%		27%
SPaG % ARE +	78%	88%		78%
SPaG % greater depth	37%	60%		36%
Writing % ARE +	78%	80%	+0.36	78%
Writing % greater depth	18%	20%		20%
Mathematics % ARE +	53%	93%	+6.26	79%
Mathematics % greater depth	17%	65%		27%
R, W&M % ARE +	53%	73%		65%
R, W&M % greater depth	7%	15%		11%



Short Inspection – 3 March 2017

Main Finding – **This school continues to be Good. Safeguarding is effective.**

Inspection findings

- Achievement in the 2016 tests at the end of Year 6 was strong in mathematics and reading. On the other hand, it was weaker in writing, where pupils' achievements had been falling for a couple of years. You note that this could have been because you took your eyes off the ball during the building programme. However, your restructuring of the leadership and administration teams has enabled you to raise the quality of teaching and the capacity of all leaders to effect improvement. Although this work needs more time to ensure that developments are sustainable in the longer term, improvement is clear.
- The focus on literacy across the school means that pupils' writing is improving well. For example, a greater focus on reading and writing for pleasure, and on developing pupils' vocabulary, is having a positive impact on progress. In addition, the emphasis on ensuring high-quality support for those pupils falling behind is proving successful. This is evident from exercise books and teachers' assessment information, where pupils are on track to do better in writing this year than last year.
- The results of the key stage 1 assessments in reading and writing were low compared to the national figures but stronger in mathematics. Again, the emphasis on raising standards in literacy is paying off. Improved teaching and a greater attention to making sure that lessons are planned carefully to meet the needs of all pupils are making a difference. Pupils are now making better progress than in previous years and more are achieving the higher standards. However, leaders recognise that getting more pupils to the higher levels remains an area for improvement.
- The results of the phonics check at the end of Year 1 have been rising steadily over the past few years and are now close to the national average. However, disadvantaged pupils did less well and their results were lower than others in the school and nationally. The school has tackled this successfully. For example, pupils in Year 1 are taught effectively to combine the sounds letters make to read new words.
- Training for teachers and teaching assistants, together with a new scheme for teaching literacy, has helped to improve how phonics is taught. In addition, better use of the school's assessment information is allowing teachers to pinpoint which pupils need extra support. As a result, the differences between the achievements of disadvantaged pupils and others are diminishing.
- While progress in mathematics in key stages 1 and 2 continues to be strong, leaders are not complacent. A push to develop pupils' reasoning skills is helping to maintain the high standards and improve their progress further.
- The proportion of children achieving a good level of development has risen in recent years but it was still below average in 2016. Senior leaders have set high

expectations for teachers and, although improvements in children's outcomes are still to work through fully, progress is clear.

- For example, focused support in the Nursery to develop children's physical skills is having a positive impact on progress. So, too, is the use of phonics to develop children's emerging writing skills. In Reception, children's literacy skills are developing well and they can talk confidently about what they are doing and why. Consequently, children are making at least expected progress and are now better prepared for work in Year 1. However, leaders recognise that more needs to be done to raise standards further in this part of the school.
- A common feature in all classes is pupils' excellent behaviour and their positive attitudes to learning. Pupils work very well with others to solve problems or develop ideas. In the early years, children play together well to develop their social and emotional skills successfully. One of the reasons for these positive attitudes is that teachers establish strong classroom routines that all pupils understand. As a result, pupils know how to behave well and what is expected of them. This has a strong impact on pupils' progress and learning.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils' reading and writing skills are improved further so that they match those in mathematics
- the achievements of children in the early years continue to improve so that they are prepared fully for learning in key stage 1
- teaching quality continues to improve so that it enables more pupils to reach the higher standards in all subjects



Pupil Premium Strategy

At Cayley, we are committed to ensuring that the provision we make secures teaching and learning opportunities to meet the needs of all pupils and that the needs of pupils who are considered to be vulnerable or socially disadvantaged are adequately assessed and addressed as part of the additional provision we make through the Pupil Premium.

In making provision at Cayley we recognised that not all pupils who receive FSM will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or qualify for FSM. At our school Pupil Premium funding is allocated for individual and groups of pupils identified as:

- Socially disadvantaged and/or eligible for FSM/LAC/Service Children
- Vulnerable and at risk of underachievement
- Subject to a child in need plan
- Having been identified with complex needs

Full details of our Pupil Premium Strategy can be found on our website.



Financial Statement

The School has a good record of careful budget management and, despite the challenges presented by the Covid crisis, the school has no financial concerns.

Admissions

Year	Males	Females	Total
N1	20	16	36
N2	3	3	6
R	35	24	59
YR1	23	27	50
YR2	42	37	79
YR3	44	27	71
YR4	41	44	85
YR5	49	38	87
YR6	30	45	75
Totals	287	261	548

We currently have three forms of entry in Years 2 - 6 and are reducing to 2 forms of entry on a year by year basis. In September 2021 we will have 2 forms of entry up to year 3, and with a healthy 59 children in our current reception classes and a waiting list for Nursery we expect numbers to remain consistent.

Premises

There are no significant premises concerns or planned future projects.

Governors

The Governing Body is made up from staff members, parents, people from the community and from the Local Education Authority (LEA). Together, they take decisions on school policies, where money is spent, what is taught, and where the school is aiming to go. They can be involved in selecting new staff, and act as critical friends to the Headteacher and the School Leadership Team.

Cayley's Governors

Chair of Governors: Nick Paul MBE

Vice-Chair of Governors: Don Hall

Clerk to Governors: Rochelle Clarke

Headteacher: Lissa Samuel

Parent Governors: Khoyrul Shaheed

Staff Governor: Chrisinda Nieuwenhuis

Local Authority Governor: Nick Paul (Child Protection)

Co-opted Governors: Saleha Habiz-Khatun, Christopher Worthington, Don Hall, Ben Sperring

Associate Governor: Philipp Simon, Jamir Choudhury (voting rights on appointed panels)

Staffing – Senior Leadership Team



Head Teacher

Lissa Samuel



Deputy HeadTeacher

Inclusion Lead

Mark Axworthy



Assistant Head EYFS

Zoe Winson-Stowe



Assistant Head KS1

Andrew Sellers



Assistant Head LKS2

Gaye Patel



Assistant Head UKS2

Hussain Shefaar



Assistant Head UKS2

Chrisinda Nieuwenhuis

Headteacher Job Description

Salary:

L20 to L26 (£75,345 to £86,001)

Qualities:

Our new Headteacher will be passionate about achieving the best possible outcomes for our children. They will care about the whole family: parents, carers and children and will value our staff and the contribution they make. They will be welcoming, genuinely friendly and visible to parents. Our Headteacher will enjoy celebrating success, in all its forms, and expect our children to leave our school with a life-long love of learning and well prepared for the challenges ahead.

Their style of leadership will be calm, considered, inclusive and they will use distributed leadership to facilitate decision making and manage change. They will deliver strategies designed to help all our children to become resilient and confident learners, who are excited by their learning experiences and who expect, and are encouraged, to do their very best.

They will understand our changing and evolving community, and will have the ability to build and maintain a sense of togetherness and common purpose. Motivating staff, with a focus on their development, will be a key part of our Headteacher's day to day activities. They will be outward facing, collaborating with other schools, the Local Authority and other organisations for the benefit of our pupils and their families.

Duties, ethics and professional conduct:

This job description is subject to the general conditions of service for a Headteacher as set out in the current School Teachers Pay and Conditions Document. This job description is aligned to the Headteacher Standards – October 2020. Our Headteacher is expected to demonstrate consistently high standards of principled and professional conduct (see Headteacher Standards – section 1). They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Our Headteacher will uphold and demonstrate the Seven Principles of Public Life (the Nolan principles) at all times.

Main Purpose:

The Headteacher will, through their own actions and working with the Senior Leadership Team (SLT), provide professional leadership, vision and strategic direction for our school in order to ensure the highest quality of education and a positive and enriching experience for all our pupils. Our Headteacher will:

School Leadership & Culture

- establish and sustain our school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where our pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- develop leadership capacity and teamworking across the staff team
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

Teaching and Learning

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- promote a positive learning culture that will enable pupils to become effective, enthusiastic, independent learners committed to life-long learning
- ensure effective use is made of formative assessment

Curriculum and Assessment

- ensure a broad, structured, creative and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour and Attitudes

- establish and sustain high expectations of behaviour, punctuality and attendance for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff, parents and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within our school model and teach the behaviour of a good citizen

Additional and Special Educational Needs and Disabilities

- ensure our school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure our school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure our school fulfils its statutory duties with regard to the SEND code of practice

Professional Development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational Management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- promote the welfare and wellbeing of pupils and staff through effective training and management
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are recruited, deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable our school to operate effectively and efficiently
- maximise the benefit to be gained from ICT in learning and operating our school
- ensure rigorous approaches to identifying, managing and mitigating risk
- maintain a safe and healthy environment in school that complies with our school policies and statutory requirements

Continuous School Improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement

- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to our school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in Partnership

- forge constructive relationships beyond our school, working in partnership with parents, carers and the local community
- commit our school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and Accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

This Job Description forms part of the contract of employment of the person appointed to this post.

Cayley Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

Person Specification

	Criteria	
Qualifications	Qualified Teacher status	E
	Graduate level qualification	E
	Completed NPQH (except substantive Headteachers in post before April 2004)	D
	A record of recent and relevant in-service training	E
Experience	Proven successful leadership at senior level in a primary school as a Head Teacher or Deputy Head or equivalent.	E
	Experience of working in an urban setting (inner-city).	D
	Experience of working in a culturally diverse community.	D
	Experience of working effectively with the school community and external partners.	E
	Experience of developing a differentiated and creative curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs.	E
School Leadership & Culture	Ability to strategically develop and lead a school in partnership with governors and in consultation with the school community.	E
	Proven track record of the ability to raise significantly the academic and personal achievement of all pupils.	E
	Have the intellectual understanding and emotional intelligence to manage the wellbeing and development of pupils and staff. As a result enhance leadership capacity and teamworking.	E
	Ability to innovate and find creative solutions to a wide range of issues.	E
	Excellent interpersonal and communication skills, both oral and written, to communicate a vision and inspire and motivate the whole school community.	E
	Evidence of the ability to promote positive and respectful relationships to create a safe and inclusive school environment.	E
Teaching and Learning	Ability to identify and develop high-quality teaching.	E
	Able to create the conditions for a positive learning environment that enables pupils to become life-long learners.	E
Curriculum and Assessment	Know how to develop and maintain a broad, structured, creative and coherent curriculum which clearly sets out the knowledge, skills and values that will be taught.	E
	Ability to use, analyse and monitor pupil assessment data to identify needs and trends to promote an appropriate level of challenge to all pupils.	E

Behaviour and Attitudes	Proven skills to establish consistent systems and procedures which bring about effective behaviour management, punctuality and good attendance.	E
Additional and Special Educational Needs and Disabilities	Evidence of a commitment to an inclusive education which addresses the needs of all learners in a diverse community.	E
Professional Development	Evidence of a commitment to the continuing professional development of self and other members of staff.	E
Organisational Management	Knowledge and understanding of how to sustain a safe, secure and healthy school environment, in accordance with Child Protection and safeguarding legislation.	E
	Knowledge of legal issues relating to managing a school including health and safety, equal opportunities, race relations, disability, human rights and employment legislation.	E
	Experience and understanding of managing financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.	D
	Experience of recruitment and management of staff and their workloads.	E
	The ability to prioritise tasks, make informed decisions and implement them in a flexible manner.	E
	An understanding of technology and its role within the classroom and in the running of the school.	E
	Experience of identifying, managing and mitigating risks.	D
Continuous School Improvement	Evidence of the ability to establish robust systems of quality assurance, develop effective improvement plans and to ensure their consistent implementation and impact.	E
Working in Partnership	Ability to work constructively and effectively with parents, carers and the local community.	E
	Evidence of willingness to work in a collegiate way with colleagues, other local schools and the Local Authority/THEP	E
Governance and Accountability	Knowledge and experience of governance and external accountability.	E
	The ability to use performance management and line management to secure accountability and improve performance.	E

E- Essential, D Desirable

Appointment to this post is subject to a satisfactory enhanced DBS check. This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions which would be regarded as spent for other purposes.