



## Head Teacher Candidate Information Pack



*'To be a star, you must shine your own light,  
follow your own path and don't worry about the darkness,  
for that is when stars shine brightest.'*



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## Letter from the Chair of Governors

Dear Candidate,

First, may I thank you for expressing an interest in our school. We are very proud of its achievements and hope that once you have had an opportunity to see Albemarle, you will share our pride in our amazing staff and children.

Our stated aim is to provide a relevant, creative and inclusive curriculum which raises achievement, encourages all children to have a 'Love for Learning' and inspires them to succeed in all that they do. The school's eight Core Values provide an ethos which unites and empowers everyone to gain confidence, take risks and seize opportunities to excel in an ever-changing world. We celebrate the fact that everyone is unique and take great pride in our highly diverse heritage. Through our enriched curriculum, the children are provided with opportunities to extend their understanding and increase their awareness of different cultures, beliefs and lifestyles.

We are seeking a candidate who can continue to help all parts of our school community grow and develop. We believe that if staff feel nurtured and cared for with a clear career path and a clear set of expectations, that benefits our children. We are particularly proud of the inclusive nature of our school and the emphasis that is placed on enriching our children's experiences. To help you consider if this is the right school for you, I am enclosing some information about the school context.

You will also find all the information about the school and the application process here:

<https://www.albemarle.wandsworth.sch.uk/vacancies>

If you have any questions on the process you can direct them to Christine Banton, our Office Manager and I look forward to receiving your completed application

Yours Sincerely,

Fiona McLaren

Chair of Governors





## About the School

Albemarle is a thriving, vibrant, inclusive primary school, which is situated on two sites that are separated by a road. In March 2009, the school was judged to be outstanding. Since this date, the school has undergone a huge transformation; on 1st September 2014, Albemarle became a two form entry primary school. In September 2020, the school reached its full capacity, offering 472 school places and is now a larger than average primary school with 428 children on roll. This includes a 52 place nursery (26 FTE). Albemarle also runs its own Wrap Around Care Provision from 7:45am to 6pm.



## Our School Development Plan Objectives for 2020-21 are:

- To raise attainment and standards in writing across the school (also linked to OFSTED priority from 2009 full inspection)
- To drive school improvement through the implementation of a Recovery Curriculum
- To assess the needs of the children (post COVID-19) and close attainment gaps for identified vulnerable groups.
- To ensure the Transition Plan holds all senior leaders and governors to account
- To further review the curriculum with a focus on raising the profile of non-core subjects (through Action Research Groups)
- To enrich school improvement through working in collaboration with educational settings, other professionals and the LA.

## For more information visit:

- <https://www.albemarle.wandsworth.sch.uk/sdp>
- <https://www.albemarle.wandsworth.sch.uk/ofsted>

## Ethos and Values

We are an outstanding school, offering a safe and stimulating learning environment where students are able to develop socially, academically and emotionally, in order for our children to achieve their full potential, becoming effective citizens, life-long learners and enjoy good mental health.

At Albemarle, we pride ourselves in having created an inclusive ethos and a positive climate for learning. This is evident in the interactions between the children, the staff and the parents.

Through strengthening links between home and school, and in building empowering relationships with families, we recognise parents as the first educators of our children and we know that if we communicate well with our families to share knowledge, expertise and expectations, our children will flourish.

As a school, we celebrate the fact that everyone is unique and take great pride in our highly diverse heritage. Through our enriched curriculum, the children are provided with opportunities to extend their understanding and increase their awareness of different cultures, beliefs and lifestyles.

Through working together, the children, staff and governors have created our school values which capture our expectations for children and adults and provide a foundation for lifelong learning.





## Facts and Statistics

The percentage of children entitled to Pupil Premium Grant (PPG) has remained around 25% over the previous 3 years and has 21% of pupils eligible for Free School Meals, which is above National (17.3%). Across the school percentages of PPG children vary from 36% in Year 5 to 13% in Reception. Albemarle is in quintile 4 for deprivation level (more deprived).

Albemarle experiences high levels of pupil mobility, with 66% of the current Year 6 and 58% of the current Year 5 having attended Albemarle from Reception. The percentage of pupils identified as having a Special Educational Need (SEN Support) is 15.1% (12.1% National) and 0.9% (4 children) have an Education Health Care Plan (EHCP) (3.3% National).

The school serves a diverse community and offers education to a wide range of ethnic groups. The ethnic groups most represented at the school consist of Pakistani (20.7%), White British (16.2%), Any Other Asian Background (8.7%). Attendance has been consistently above 95% for the past five years. Persistent Absentee figures in line National, except for the SEND group where absence rates are slightly higher.



## Our new Headteacher will:

- shape our future vision and ethos
- have the leadership qualities to inspire and innovate using data driven strategies
- be compassionate, open and transparent in their approach
- have high expectations of all pupils and staff
- build positive relationships with the pupil, staff, parents, governing body and wider community
- be collaborative and can work positively with and develop a motivated leadership team.
- be enthusiastic, committed and empathetic, with excellent interpersonal skills
- be resilient, resourceful and determined



## **We can offer:**

- An opportunity to lead a school with effective structures and ethos
- A positive, welcoming and diverse community
- Pupils who enjoy learning and want to come to school every day
- A dedicated staff who are enthusiastic and who want the best for the pupils
- A supportive Governing Body and Local Partnership Schools
- A well-resourced school
- A salary package commensurate with the size of the school
- A CPD package tailored to suit your stage of career development





## Head teacher – Job Description

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### PURPOSE OF THE POST

To provide professional vision and leadership for the school which recognises its diverse heritage and secures its success and improvement, ensuring high quality inclusive education through our enriched curriculum for all its pupils and a love for learning and improved standards of learning and achievement so that our children flourish.

Through working together, the children, staff and governors have created school values which capture our expectations for children and adults and provide a foundation for lifelong learning. The professional duties of the Headteacher are contained in the School Teacher's Pay and Conditions Document and the 'Headteachers Standards' (Part 1 and 2).

### GENERAL FUNCTIONS

A Headteacher shall be responsible for the internal organisation, management and control of the school, providing leadership and strategic direction to ensure the achievement of the highest possible standards of education.

### CONSULTATION

In carrying out their duties a head teacher shall consult, where this is appropriate, with the governing Board, the staff of the school, the parents of its pupils, the pupils themselves and the local community.

### PROFESSIONAL DUTIES

The professional duties of a head teacher shall include:

- School aims: Formulating the overall aims and objectives of the school and policies for their implementation
- Strategic direction and development of the school: Leading by example, providing educational vision and direction to secure the strong and passionate commitment of staff, parents/carers and pupils.
- Ethics and professional conduct: Demonstrating consistently high standards of principled and professional conduct, upholding public trust and maintaining high standards of ethics and behaviour at all times.

## **APPOINTMENT OF STAFF**

- Lead the selection and appointment of the teaching and non-teaching staff of the school.

## **ETHICS and CONDUCT**

- Build relationships rooted in mutual respect, observing proper boundaries appropriate to their professional position;
- Show tolerance and respect the rights of others, recognising differences and respecting cultural diversity within contemporary Britain;
- Ensure personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

## **CULTURE AND ETHOS**

### **School Culture**

- Establish, promote and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community;
- Create a culture where 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;
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment;
- Encourage the development of a culture that offers equality of opportunity to all pupils and staff
- Ensure a culture of high staff professionalism.

### **Behaviour**

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils;
- Secure a climate for the exemplary behaviour of pupils and courteous conduct in accordance with the school's behaviour policy;
- Ensure that adults within the school model and teach good behaviour.

### **Professional Development**

- Lead, motivate, challenge and develop staff at all levels, in order to secure and sustain continuous improvement and staff well-being, committed to personal continuing professional development;
- Coach and mentor staff to develop and grow and support people through change and self-directed learning and development;
- Ensure that the requirements for teacher appraisal are implemented and that staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs;

- Hold all staff to account for their professional conduct and practice;
- 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.

## **CURRICULUM and TEACHING**

### **Teaching**

- Establish and sustain high-quality, expert teaching across all phases, built on an evidence-informed understanding of effective teaching and how pupils learn;
- Provide a broad, balanced and relevant curriculum in accordance with the demands of the National Curriculum;
- 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.

### **Curriculum and Assessment**

- Determine, organise and implement a broad and coherent curriculum for the school, which sets out the knowledge, skills and values that will be taught, having regard to the needs, experiences, interests, aptitudes and stage of development of the pupils and the resources available to the school;
- Ensure that the progress of pupils of the school is monitored and recorded and that an effective system is developed for informing parents about their child's progress;
- Ensure continuing effective systems of planning, assessment, recording and reporting, using data and benchmarks to monitor attainment and progress, in every child's learning;
- 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 schools that teach early reading;
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

### **Additional and Special Educational Needs and Disabilities**

- Promote equality and inclusion in all aspects of school life;
- Ensure the 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 the 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 the school fulfils its statutory duties with regard to the SEND Code of Practice.

## **ORGANISATIONAL EFFECTIVENESS**

### **Organisational Management**

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care, and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively;
- 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;
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds and to advise the Governing Board on spending priorities consistent with the procedures;
- Ensure staff are deployed and managed well to ensure that the targets detailed in the School Improvement Plan, instil a strong sense of accountability, for the impact of their work on pupils' outcomes, with due attention paid to workload;
- Promote and ensure sustainability across the school in the procurement and use of appropriate resources
- Establish and monitor appropriate procedures to ensure that quality data are reported and used in decision making processes and to demonstrate through behaviour and actions a firm commitment to data security and confidentiality as appropriate;
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently;
- Ensure rigorous approaches to identify, manage and mitigate risk.

### **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 the 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 the school, working in partnership with parents, carers and the local community;
- Create outward-facing school which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils;

- Commit the 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.
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## **GOVERNANCE and ACCOUNTABILITY**

- Understand and welcome the role of effective governance, upholding the obligation to give account and accept responsibility;
- Establish and sustain professional working relationship with those responsible for governance
- Provide the Governing Board with sufficient advice and information to enable it to fulfil its legal responsibilities in the exercise of their functions;
- Report to the Governing Board on the professional development of all staff at the school.
- 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;
- Produce, implement, monitor and review the policies adopted by the Governing Board
- Ensure that a range of legal obligations associated with the proper running of the school, including health and safety matters, are addressed.

## **RELATIONS WITH PARENTS**

- Ensure parents/carers are given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims;
- Create and maintain an effective partnership with parents/carers to support and improve pupils' achievement and personal development;
- Work with parents/carers to ensure children have access to extended services, extracurricular opportunities, homework and other social and educational experiences.

## **EQUALITY and DIVERSITY**

- Ensure our commitment is put into practice we have an equality policy which includes responsibility for all employees to eliminate unfair and unlawful discrimination, advance equality of opportunity for all and foster good relations.

## CONFIDENTIALITY

- All employees are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work;
- All employees must be aware that they have explicit responsibility for the confidentiality and security of information received and imparted in the course of work and using school information assets. The school has a Personal Information Security Policy in place.

## SAFEGUARDING CHILDREN

- Safeguard and promote the welfare of children and young persons they are responsible for or comes into contact with.

## HEALTH AND SAFETY

- Ensure the health and safety of all children, staff, parents/carers and visitors.





Person Specification	
Job Title	Headteacher
Selection criteria - All essential unless marked * desirable	
Special criterion – A commitment to continuing the innovative opportunities offered by Foundation School status	
Qualifications and Training	
<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• National Professional Qualification for Headship (NPQH)</li> <li>• Proven commitment to professional development in leadership and management</li> </ul>	
Experience	
<ul style="list-style-type: none"> <li>• Substantial and successful experience as a Primary Headteacher, Deputy or Assistant Headteacher</li> <li>• Substantial and successful teaching experience in a primary school</li> <li>• A proven track record of leading school improvement and raising standards</li> <li>• Experience of working in a multi-cultural setting</li> <li>• Experience of promoting the profile of the creative curriculum*</li> <li>• Experience of more than one phase *</li> <li>• Experience of working with vulnerable families and/or extended services</li> </ul>	
Knowledge & Skills	
<p><b><u>Culture and Ethos</u></b></p> <ul style="list-style-type: none"> <li>• Ability to provide clear educational vision and direction and lead by example</li> <li>• Ability to formulate aims, policies and plans and monitor, evaluate and review the impact of these.</li> <li>• Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion</li> <li>• Evidence of introducing effective strategies for improvement</li> <li>• Knowledge of current educational developments</li> <li>• Ability to lead, motivate, coach, empower and inspire others</li> <li>• Ability to plan strategically for school improvement</li> <li>• Ability to create and promote a positive environment which celebrates success and promotes high standards of behaviour and attendance</li> <li>• Ability to plan, allocate, delegate, support and evaluate work undertaken by groups, teams and individuals</li> <li>• Ability to build relationships and trust by consulting and negotiating effectively with different stakeholders involved with the school, including pupils</li> <li>• Experience of working with challenging behaviour</li> <li>• Appropriate use of authority and ability to maintain discipline.</li> </ul> <p><b><u>Curriculum and Teaching</u></b></p> <ul style="list-style-type: none"> <li>• Understanding of the principles of effective teaching and learning and the ability to promote a culture of learning throughout the school</li> <li>• Understanding of the principles of how to engage children through a love for learning a rich</li> </ul>	

and diverse child centred curriculum

- Successful experience of reviewing and developing the curriculum to meet the local community
- Understanding of the role and impact of assessment in children's learning
- Successful experience of monitoring, evaluating and improving the quality of teaching and learning
- Successful experience of promoting the personal, social, moral, cultural and spiritual development of pupils
- Successful experience of raising standards to improve pupil progress
- Successful experience of leading a curriculum that reflects the importance of inclusion and positive benefits of living in a culturally and ethnically diverse society
- Ability to collect, analyse and use data on pupils' progress and performance to raise standards and set appropriate targets, using appropriate systems including ICT
- Ability to set and achieve challenging targets for the school, teachers and pupils
- Exemplary classroom practice
- Thorough understanding of primary pupil needs
- Comprehensive understanding of effective assessment for learning strategies
- Detailed knowledge and understanding of salient curriculum initiatives.

#### **Organisational Effectiveness**

- Ability to form and maintain appropriate professional relationships with children and young people.
- Ability to set, interpret, monitor and manage a budget
- Ability to manage, monitor and review the use of all available resources, ensuring best value.
- Experience of recruiting, selecting and deploying staff
- Understanding of the importance of sustaining a safe, secure and healthy school environment
- Ability to collaborate with, and accept support from, others within and beyond the school relationship with parents and the wider community
- Successful experience of creating and maintaining effective partnerships with parents and the community, to enhance pupils learning
- Ability to develop and maintain effective relationships with stakeholders that enhance the achievement, personal development and well-being of pupils and their families
- Ability to influence and persuade a range of audiences to ensure the school operates within the regulatory frameworks.

#### **Governance and Accountability**

- Successful experience of working in partnership with Governing Bodies

#### **Other Skills and Abilities**

- Courage to have difficult conversations
- Ability to manage time well and work under pressure to deadlines
- Effective ICT skills
- Effective interpersonal, communication and presentation skills; both written and oral.

#### **Personal Qualities**

- Empathetic leader, mentor and coach
- Inspires loyalty and confidence
- Emotionally intelligent and kind
- Approachable and supportive
- Resilient and innovative
- Passionate, creative and energetic
- High expectations and commitment to continual school improvement

## Application Process and Guidance

Thank you for your interest in this post.

### Please note the following guidance:

- 1). Complete the Application Form provided online, via TES, ensuring that all sections are completed.
- 2). In a statement, you should take each of the criteria described in the Person Specification and say why and how you meet the requirements. This will assist the Governors in shortlisting, so we can see whether you meet our requirements. You must provide relevant examples.
- 3). On a separate single A4 sheet (Arial Font 11), write an accompanying letter of application addressed to the Chair of Governors which enhances but does not repeat the information on the Application Form. This should address the following:

“Indicate the skills you believe to be critically important in leading and continuously improving Albemarle Primary School and explain how your experience has prepared you for the post of Headteacher”.

All the above items will be returned to: **Christine Banton**, Office Manager:  
[recruitment@albemarle.wandsworth.sch.uk](mailto:recruitment@albemarle.wandsworth.sch.uk)

At Albemarle primary School we are committed to safeguarding and promoting the welfare of students and expect all staff to share this commitment. A copy of the school's Safeguarding and Child Protection Policy and Code of Conduct are available on request and will be included in the induction process.

The interview will seek clarification on information you provide on your application form, assess your suitability for the post and assess your suitability to work in an environment where you will have contact with students. It will include questions relating to safeguarding and promoting the welfare of children.

If you are short-listed references will be sought from your current or most recent employer and any issues arising from a reference will be discussed at interview. If you have worked with children in the past, but do not do so at the moment, a reference will be sought from this employer as well. The application form asks you to give the contact details of a referee and this should not be a relative or friend. **The post will only be offered once two satisfactory references have been received.**

Due to the nature of this post, you will be required to apply for a Disclosure from the DBS (Disclosure and Barring Service) if you are offered the post. Disclosure will contain details of formal cautions, reprimands and final warnings, as well as convictions. The school will apply on your behalf and will pay the necessary fee. Having a criminal conviction will not automatically exclude you from employment, this will depend on the circumstances and background of the offences committed. However, **an offer of employment will be conditional until DBS and medical clearance being received.**

Should you require any further information please contact the school on 02087883170 or email [recruitment@albemarle.wandsworth.sch.uk](mailto:recruitment@albemarle.wandsworth.sch.uk)



## Important dates

**Closing date for applications:** 24<sup>th</sup> January 2021 at 8pm.

**Shortlisting:** Week beginning 25<sup>th</sup> January 2021

**Successful Candidates Informed by:** 29<sup>th</sup> January 2021

**References Requested:** 29<sup>th</sup> January 2021

**Interview Selection Process:** Thursday 11<sup>th</sup> February and Friday 12<sup>th</sup> February 2021. Shortlisted candidates need to be available for both days.

Opportunities for a **pre-school visit** will be available during the week commencing Monday 18<sup>th</sup> January 2021. All visits will follow the school COVID-19 procedures to maintain the safety of candidates, staff and pupils. Therefore, we are offering a range of options including:

- School visit in person during school time
- School visit in person outside of school time
- Virtual Tour of the school

If you visit the school, you must observe social distancing and COVID secure measures. You will be required to wear a face covering.

Please contact Christine Banton, on 0208 7883170 or email Christine Banton at [recruitment@albemarle.wandsworth.sch.uk](mailto:recruitment@albemarle.wandsworth.sch.uk) to indicate your preference and book a slot to visit.

Please include a daytime telephone number/email address to enable us to contact you. As shortlisting will take place quickly following closing date and references are required prior to interviews, please provide an email address for all referees and tell them to expect this request.

‘Good Luck’ with your application.

