



YEADING JUNIOR SCHOOL

'LEARNING, WORKING AND ACHIEVING TOGETHER'

HEADTEACHER

CANDIDATE INFORMATION PACK



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WELCOME FROM THE CHAIR AND CO-CHAIR OF GOVERNORS

Welcome to our school and thank you for expressing an interest in the opportunity of becoming our next Headteacher at Yeading Junior School. We are looking for a strong leader to help us in the next stage of our journey, further embedding the great things we have achieved but also bringing their own innovation and ideas to further enhance the wellbeing and life-chances of our pupils.

Our Governing Body is extremely proud of all that Yeading Junior School has achieved under the leadership of the retiring Headteacher, Mrs Carole Jones, the School Staff and Governors. Together we have managed to create a school which has exposed children to excellence, and created a context for them to imagine possibilities beyond their experiences and to give them the confidence to believe they can effect change in their world. We have a nurturing and inclusive approach which wants children to take pride in what they achieve individually and collectively. We have exposed them to inspirational role models and take every opportunity to celebrate their successes, the successes of their teachers and parents. We are encouraging engagement beyond the school gates and at a national and international level.

The Governors are seeking to appoint a Headteacher who shares the vision of enabling all children to aim high and to have a rich, challenging, happy and successful time whilst in Yeading Junior School. This person needs to be someone who can lead and engage the staff in continuing this work of inspiring the children to achieve and excel.

This Governing Body regards engaging with parents as key to the children's success, and are looking for a Headteacher who shares this commitment to involving parents and to celebrating the cultural diversity and backgrounds represented in the community, which this school serves.

We have worked over many years to create a nurturing environment, which enables the learning and achievement of children and staff. There is a commitment to partnership working and community involvement, providing children and staff with learning opportunities which are meaningful and inspirational.

At this time of transition, the Governing Body intends building upon the ethos of **'Learning, Working and Achieving Together'** and is looking for a Headteacher, who will further advance the commitment to Character Education captured in the Character Codes which children and staff seek to understand and demonstrate. We want a Headteacher who is able to model these Character Virtues, listen to the voices of the children and their parents, and have the leadership qualities that will manage all the complexities of school life in a compassionate manner.

We are seeking someone who is committed to providing a comprehensive education and will offer a wide creative curriculum, with art, music and physical activity being encouraged alongside out of school learning opportunities and productive community partnerships.

In schools we are in the privileged position of shaping the next generation and as global, national and local challenges become increasingly complex, we need to shape a generation of intellectually engaged and well-rounded individuals of character with a life-long love of learning. We are therefore seeking a Headteacher who demonstrates this intellectual capacity, a person of integrity and character who will ensure that Yeading Junior School continues to be pioneering and award winning.

Thank you for your interest and we look forward to meeting you.

Angela Flux

Chair of Governors

Ian Nelson-Wright

Co-Chair of Governors



ABOUT OUR SCHOOL

Opened in 1932, Yeading Junior School is a large and dynamic four-form-entry school with a richly diverse community located in Hayes, within the London Borough of Hillingdon. We pride ourselves on being a community co-educational school for children aged between 7 to 11 and value our strong links with parents, local organisations and the surrounding community.

We draw benefit by being the hub of the Yeading Cluster Schools and are a member of the Hillingdon Improvement Partnership of Schools.

LEARNING, WORKING AND ACHIEVING TOGETHER

At Yeading Junior, our aim is to enable all children to develop intellectually, physically, emotionally and socially to the very best of their ability, in a happy, secure and challenging environment. Where a breadth of rich experiences and opportunities will enable learning to flourish and success to be celebrated.

The ethos at our school, is one of mutual respect, encouragement and cooperation, where children thrive. Children and young people are proud of their learning; their progress, attainment, achievements and relationships with one another. Strong links with parents are valued and there is pride in the network of partnerships, that enhance learning. Success is recognised and celebrated. Aspiration is high and the climate is inclusive.



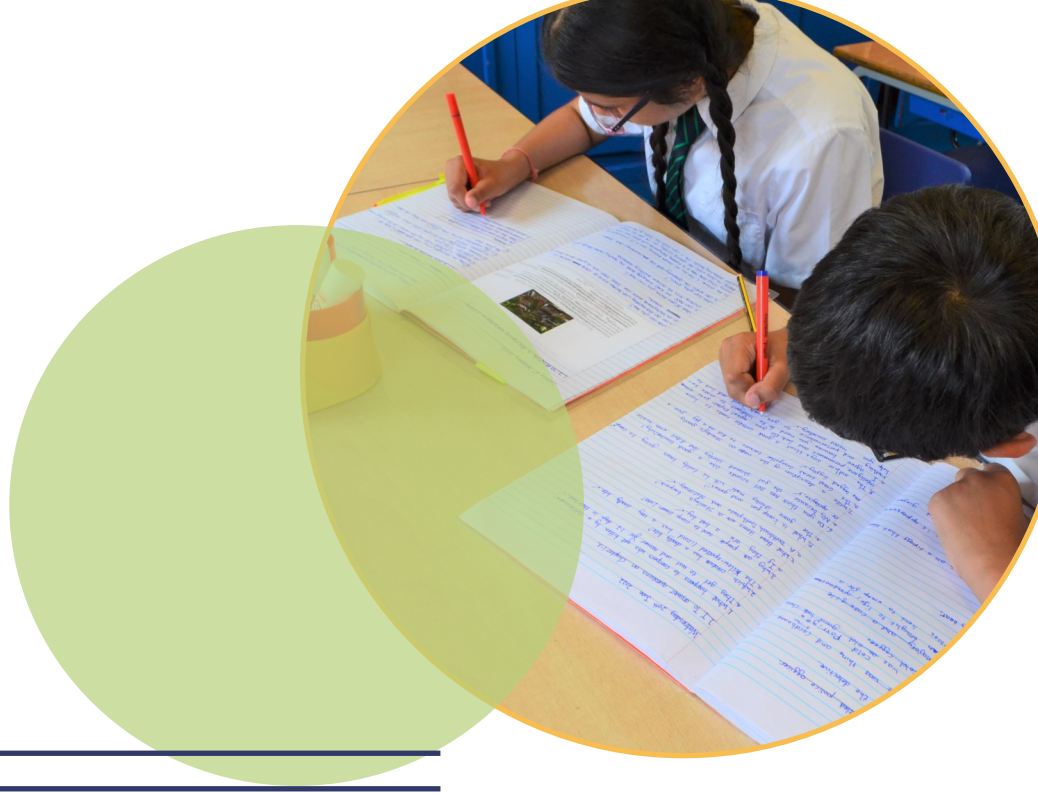
School of CHARACTER





“Pupils say that they enjoy being part of the school’s community. They are happy to come to school and be with their friends. They trust school staff implicitly and know that they will be kept safe.”

OFSTED 2018



OUR LEARNING

At Yeading Junior School, we recognise that children are entitled to access a broad range of learning experiences, allowing them to develop the necessary knowledge, understanding, skills and attitudes required to flourish as learners; enabling them to become responsible citizens.

Our curriculum is carefully planned and designed to motivate and challenge our pupils, whilst providing them with the opportunity to achieve the very best, irrespective of social background, culture, race, gender and differences in ability. The subjects of the National Curriculum are approached in an interesting and stimulating manner and are supplemented by learning which ensures the all round development of the individual child.

Teachers maintain high-levels of appropriate expectations regarding behaviour and achievement from each child at all times and expect parental support in this. To learn more about our curriculum, please visit our [website](#).

PERSONAL, SOCIAL, AND HEALTH EDUCATION (PSHE) INCLUDING RELATIONSHIP AND SEX EDUCATION (RSE)

We aim to provide our children with an age appropriate RSE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum which should enable them to make positive choices both now and in the future.

Great importance is placed on valuing children and supporting the raising of self-esteem, for which we have a number of initiatives that help us achieve this aim. Our children are given opportunities to develop their leadership roles and citizenship within the school, and are able to participate in our very active Pupil Voice; where two representatives from each class throughout the school meet on a regular basis to discuss school issues.



CHARACTER VIRTUES

At Yeadon Junior School, Character Education is at the heart of our learning and threaded through the curriculum as well as the school culture. Our school engages in tailored projects which provide an important vehicle for the children to develop. Character Education incorporates a range of activities and projects i.e., embracing volunteering for a charity, caring for someone in the community, campaigning or fundraising for a specific cause. All our children are ‘Agents of Change’ and “*true representatives of the ten character virtues*” (ACE) , which the school has embedded in its ethos. These virtues are:

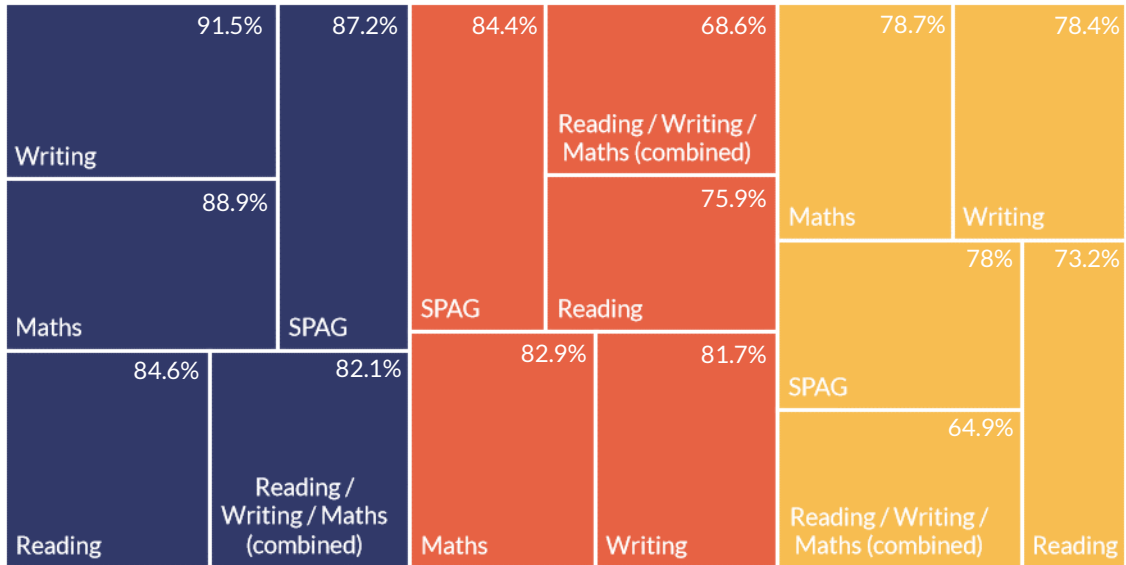
**RESILIENCE, TEAMWORK, COMPASSION,
RESPECT, VOLUNTEERING, PRIDE, CURIOSITY,
REFLECTION, DIGNITY AND DETERMINATION**

The above virtues enable children to develop as strong young citizens and future leaders who make a real difference to themselves, their community and beyond, whilst becoming reflective and curious learners who thrive in an environment of exciting opportunities.

In 2020, our school was awarded ‘School of Character Kitemark +’ by the Association for Character Education (ACE) in 2020 and we are recognised as a **School of Character**. Further to this the school has become one of the regional hubs for Character Education. To learn more about this, please visit our [website](#).

OUR RESULTS 2019

■ Yeading Junior ■ Hillingdon ■ National



“Academically, the school has a range of strengths. For example, high standards have been maintained in writing, and pupils perform well in mathematics. Pupils have access to a stimulating curriculum, and many other opportunities are also provided.”

OFSTED 2018

SCHOOL KEY STATISTICS

468

PUPILS ON ROLL

90.81%

EAL

1.7%

EHCP

16.45%

SEN (K/EHCP)

38.03%

FSM

37.76%

PP

“I am very happy with all my children. They all have made progress in their learning and all members of staff are always very supportive. I like this school because they are always helping out children no matter what the situation is.”

PARENT FEEDBACK



“As a proud mum of three children that have attended Yeadon Junior School, I have noticed the excellent enriched curriculum that helped my three children to thrive and achieve their best. More importantly, following the character virtues of that school, I have helped my children to develop life skills and become more independent. Now, they are ready for the next chapter in life.”

Parent Feedback

HEADTEACHER JOB DESCRIPTION

BASED ON THE HEADTEACHER'S STANDARDS 2020

ACCOUNTABILITY

RESPONSIBLE TO: The Governing Body of Yeadon Junior School

RESPONSIBLE FOR: Carrying out the duties of Headteacher in line with the conditions of employment as set out in the current School Teachers' Pay and Conditions document, the National Standards of Excellence for Headteachers and the policies and procedures of the Governing Board.

This Job Description is based on the non-statutory National Standards of Excellence for Headteachers; these reflect the idea that Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high-quality teaching and achievement in schools and a positive and enriching experience of education for children. Together with those responsible for governance, they are custodians of the nation's schools. The Headteachers' Standards set out how headteachers meet these high expectations.

CORE PURPOSE

The core purpose of the position of Headteacher is to provide dynamic and professional leadership for Yeadon Junior School to secure its continued success and improvement, ensuring high-quality education for all its children.

The Headteacher should inspire, challenge, motivate and empower all members of the school community to carry this vision forward. The Headteacher also has the ultimate responsibility to manage the school's resources effectively and cultivate a safe environment that secures and promotes the highest achievement of both children and staff.

THE NATIONAL STANDARDS OF EXCELLENCE (2020)

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards

The first section of the headteachers' standards outlines the ethics and professional conduct expected of headteachers. This is developed from part 2 of the teachers' standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of headteachers.

The second section sets out 10 headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the standards.

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers. The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.

SECTION ONE | ETHICS AND PROFESSIONAL CONDUCT

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Headteachers uphold and demonstrate the Seven Principles of Public Life. Known as the Nolan principles, these form the basis of the ethical standards expected of public officeholders:

SELFLESSNESS
INTEGRITY
OBJECTIVITY
ACCOUNTABILITY
OPENNESS
HONESTY
LEADERSHIP

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and always observe proper boundaries appropriate to their professional position.
- uphold and respect the rights, recognising differences, respecting cultural diversity and working to ensure good outcomes where there is divergence and conflicting values.
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- ensure that personal beliefs are not expressed in ways that exploit their position, children's vulnerability or might lead children to break the law.

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's children.
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities, and modelling the behaviour of a good citizen.
- uphold their obligation to give account and accept responsibility.
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- take responsibility for their continued professional development, engaging critically with educational research.
- make a positive contribution to the wider education system.

SECTION TWO | THE HEADTEACHERS' STANDARDS

Domain One: School Culture

Headteachers:

- establish 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 children experience a positive and enriching school life.
- uphold ambitious educational standards which prepare children 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.
- ensure a culture of high staff professionalism.

Domain Two: Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how children learn.
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- ensure effective use is made of formative assessment.

Domain Three: Curriculum and Assessment

Headteachers:

- ensure a broad, structured, and coherent curriculum entitlement that 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 children 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 children's knowledge and understanding of the curriculum.

Domain Four: Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all children, built upon relationships, rules and routines, which are understood clearly by all staff and children.
- ensure high standards of children's behaviour and courteous conduct per the school's behaviour policy.
- implement consistent, fair, and respectful approaches to managing behaviour.
- ensure those adults within the school model and teach the behaviour of a good citizen.

Domain Five: Additional & Special Educational Needs and Disabilities

Headteachers:

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

Domain Six: Professional Development

Headteachers:

- 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.

Domain Six: Professional Development (continued)

- 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.

Domain Seven: Organisational Management

Headteachers:

- ensure the protection and safety of children and staff through effective approaches to safeguarding, as part of the duty of care.
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds.
- ensure staff are deployed and managed well with due attention paid to the workload.
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- ensure rigorous approaches to identifying, managing, and mitigating risk.

Domain Eight: Continuous School Improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers that 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.

Domain Nine: Working In Partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community.
- commit their 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 children.

Domain Ten: Governance and Accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- establish and sustain a 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.

HEADTEACHER PERSON SPECIFICATION

KEY AREA AND CRITERIA	ESSENTIAL OR DESIRABLE	HOW WILL YOU BE ASSESSED?
QUALIFICATIONS AND EXPERIENCE		
Experience as a Deputy Headteacher in a primary school, or junior school setting with “whole school” responsibilities	Essential	Application
A graduate-level qualification (or equivalent) and UK Qualified Teacher Status (QTS)	Essential	Application / Certification
Relevant professional development commensurate with the level of a senior member of a school leadership team	Essential	Application
Evidence of your contribution to the strategic direction of a school which may include whole school development	Essential	Application & Interview
Experience in working with children with additional needs and disabilities	Essential	Application & Interview
Safeguarding Training (to the level of a Designated Safeguarding Lead)	Desirable	Application / Certification
National Professional Qualification for Headship (NPQH) or National Professional Qualification for Executive Leadership (NPQEL), or equivalent	Desirable	Application / Certification
Safer Recruitment Training (accredited) or proven experience in recruiting staff within a school	Desirable	Application / Certification
Experience in making use of the social and cultural diversity within a school and experience of working in a socio-economically & culturally diverse community	Desirable	Application & Interview
SCHOOL LEADERSHIP		
An ability to create and secure a commitment to the school’s vision, aims and ethos from all members of the school community	Essential	Application & Interview
Ability to consistently model the essential qualities required for effective teaching and learning	Essential	Application & Interview
Proven experience in leading curriculum development and curriculum changes at a whole school level	Essential	Application & Interview
Knowledge and understanding of the wider primary curriculum, particularly in Key Stage 2	Essential	Application & Interview

SCHOOL LEADERSHIP (Continued)

An inclusive and aspirational vision for all children including those with special educational needs and disabilities	Essential	Application & Interview
A collaborative approach to school leadership, working with a diverse and skilled group of practitioners	Essential	Application & Interview
Show knowledge of a range of strategies for behaviour management and how to effectively implement them in school	Essential	Application & Interview
Show an ability to lead a team, devolving responsibility where appropriate, delegating tasks accordingly and monitoring performance to ensure strategies are effective and targets met	Essential	Application & Interview
Evidence an ability to analyse school datasets to evaluate performance and plan appropriate actions for improvement or further development	Essential	Application & Interview
Evidence an ability to identify the professional development needs of school staff through effective, evidence-based monitoring and formal performance management	Essential	Application & Interview
Demonstrate a robust knowledge of the statutory requirements for effective safeguarding and child protection within the school	Essential	Application & Interview
Demonstrate experience of how to make informed use of inspection, benchmarking, and research findings to apply good practice from other sectors and organisations	Essential	Application & Interview
Demonstrate an experience in change management and/or conflict resolution between adults in school (parents, carers, or staff)	Essential	Application & Interview
Show a proven experience in managing the human resources process, in conjunction with professional advisors for all staff in school	Essential	Application & Interview
Show experience in taking part in the school budgetary management process	Desirable	Application
Provide evidence and examples of building and developing effective relationships with all members of the school community including parents/carers, staff, governors, and the wider community	Desirable	Application & Interview
Show experience of working with a Governing Board to manage the school effectively including developing and maintaining the school's vision, values, and ethos	Desirable	Application & Interview

PERSONAL ATTRIBUTES

Excellent written and oral communication skills	Essential	Application & Interview
The proven ability to plan and prioritise your workload to organise yourself and others	Essential	Application & Interview
Experience in working to deadlines	Essential	Application & Interview
Previous experience in thinking creatively to anticipate and solve problems	Essential	Application & Interview
Demonstrate good judgement and sound emotional intelligence	Essential	Application & Interview
Fairness and a value base that respects individuals in a team with numerous skills and strengths	Essential	Application & Interview
A positive attitude and dynamic character to inspire the team	Essential	Application & Interview
The ability to employ effective strategies to remain resilient, robust, and calm under pressure	Essential	Application & Interview

This is not an exhaustive list of duties and responsibilities, and the post-holder may be required to carry out other tasks commensurate with the general level of responsibility of this role. The Job Description and Person Specification may be amended at any time after consultation with the post-holder and the Governing Body.

Yeading Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to application screening and vetting, an enhanced DBS check and check of the Children's Barred List, a Prohibition from Teaching check, satisfactory reference checks and a medical screening questionnaire, along with other mandatory and recommended pre-employment checks.



YEADING JUNIOR SCHOOL

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