



Brent

Headteacher

Candidate Information Pack

September 2024

Phoenix Arch School

www.phoenixarchschool.co.uk





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Dear Applicant,

Thank you for expressing interest in the post of Headteacher at our school, Phoenix Arch.

Since its inception twelve years ago as a specialist ASD primary school for children who can, with support, access the national curriculum, Phoenix Arch has grown from 11 pupils to 55 on roll, and is now oversubscribed. The headship at Phoenix Arch is an exciting opportunity to lead a small SEN school with a holistic approach to autism, and develop as a leader while seeing your vision unfold at the heart of a community. Governors are seeking someone who has energy, enthusiasm, and integrity to lead and inspire the school. The retiring Headteacher has overseen the expansion of the school, including an extension to the school building, and most recently a successful outcome with OFSTED in 2024. We are looking to appoint a Headteacher who puts pupils first, has high expectations of everyone - pupils and staff - and invests in positive relationships with all stakeholders, to continue to build on the strong sense of community and aspiration that is at the heart of the school.

Exciting opportunities offered include:

- There is a possibility of an expansion of pupil numbers with a proposed extension of the site and new build. We are looking for a Headteacher who can oversee this, and would welcome any history of managing a project to a high standard within budget and agreed timescales.
- Phoenix Arch has a well-managed and healthy budget, providing scope for innovative thinking.
- Due to its small size there is real scope here to shape the future of the school, and be at the heart of the community it represents.
- The school has recently had a successful outcome with OFSTED, and has a strong foundation of good practice that can be built on.

Alongside these opportunities the key challenges are:

- The school has implemented a curriculum to support the teaching of the national curriculum, and we need to continue to adapt this to the needs of pupils. We are looking for a Headteacher who is an outstanding practitioner with curriculum fluency and an ability to see how it can be shaped to individual needs.
- We have developed pathways to meet the needs of all pupils, and these can be further developed to ensure consistency and the highest quality of support across key stages.
- As a special school for autism, all staff need to be experts in autism to develop the school as an outstanding provider. There is scope here for staff development and links to other schools.
- We have pupils arriving on transport, including from out of borough, meaning there need to be clear opportunities to build links with families. Although 100% of parents attend 1:1 meetings with the school, the disruption of covid and staffing changes have affected other ways of connecting. We need to develop family support and engagement, along with all stakeholder engagement, to build on the school's existing warmth and community through openness, honesty, and shared purpose.

'Keeping Children safe in Education' and promoting the welfare of children, remains our number one school priority. Therefore all applicants will undergo safeguarding checks.

The successful candidate will find an experienced and supportive governing board who will arrange for professional advice and assistance to be provided (if required) as the board considers this to be a key element of a professional development program.

We look forward to receiving your application.

Anna Gray
Chair of the Governing Body



Our school

Phoenix Arch is a popular, oversubscribed school in the vibrant, multi-cultural borough of Brent that caters for ASD pupils unable to access mainstream education, but who have the potential to access the national curriculum. A small number of pupils with additional needs follow a highly adapted, creative curriculum which motivates pupils to learn. By providing a family atmosphere where pupils feel safe to develop and explore their learning through accessing pathways that facilitate progress and prepares them for life-long learning.

Some pupils join the school in Year 3, usually from mainstream due to additional capacity in KS2. Effective transition arrangements and a bespoke curriculum, tailored to the holistic needs of our pupils, ensure that learning momentum is maintained, therefore, pupils settle in quickly. Through the curriculum, our pupils receive a breadth of life experiences that broaden their knowledge of the world beyond their homes and school. This enables us to teach social skills within real life experiences, which enhances pupils' access to the wider world e.g. theatre trips, links with the community.

We value and respect children as individuals and adopt a nurturing, caring and united approach to support all children to succeed and achieve in their learning. The development of our subject specific curriculum in KS2 has been carefully designed, enabling pupils to draw links between subjects and develop language, enabling a greater understanding of specific areas of learning.

Our Vision

Our vision is to provide a safe and nurturing environment that celebrates equality and diversity, so that all children can enjoy learning and achieve their full potential. We provide a personalised curriculum that enables children to develop the key skills they need to thrive as independent young adults, enabling them to lead happy and fulfilled lives and to be the best that they can be

Our Values

Friendship, Courage, Determination, Respect, Inspiration, Excellence and Equality

We support children to be active in their learning, to use their interests as a basis for learning and embed transferable skills into everyday life, deepening their knowledge and understanding. We encourage children to form positive relationships, know what their rights are and take responsibility for their role within the school and wider community. Our vision is one of an environment encompassing a creative exciting and inspirational learning community.



Additional information

- EAL is at 49%, with 13 languages spoken
- Makaton signing is used, and we are a language-rich school aiming to develop fluency in Standard English.
- Our diverse staff reflects the pupil population that we serve.
- Reading is taught well, and phonics is taught consistently well throughout the school (OFSTED 2022).
- By the end of KS2, regardless of their starting point, pupils make good progress achieving their 'must' target.
- Parent consultation attendance is strong with 100% of parents attending 1-1 meetings with teachers.
- We have a part-time Speech and language therapist and a part-time Occupational therapist, who work with our full-time therapy assistant throughout the school, with individuals, groups, and teachers.
- The school has a SENCO to carry out all annual reviews.
- Staff have training in Attention Autism



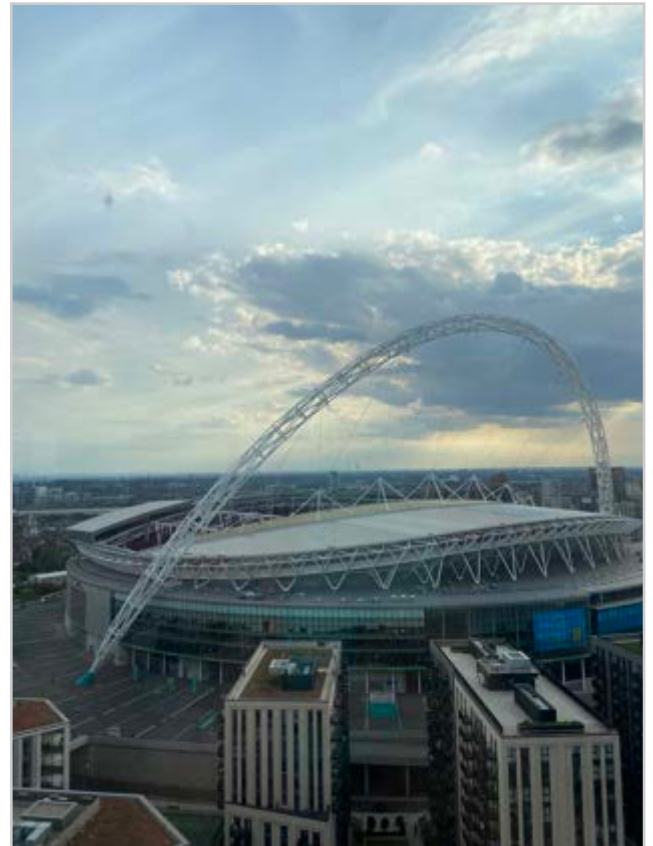
Building a Better Brent

Brent is a place of contrasts and a destination for thousands of British and international visitors every year. Home of the iconic Wembley Stadium, the world famous Wembley Arena, the new London Designer Outlet and the spectacular Swaminarayan Hindu Temple, it provides a stage for cultural, sporting and religious events of national and international importance.

The Civic Centre is on Engineers Way (opposite Wembley Stadium and Wembley Arena); it provides residents with easy access to a variety of public services in one place.

Brent is served by some of the best road and rail transport links in London.

There are award-winning parks, outstanding schools, a great night life and a reputation for fostering and celebrating community cohesion. The population is young, dynamic and growing. Our long history of ethnic and cultural diversity has created a place that is truly unique and valued by those who live and work here.





Job Description

Post	Head Teacher (January 2025)
School	Phoenix Arch School
Group	2
Salary	L17- L21 (£78,896- £85,267) p.a.

MAIN ACTIVITIES OF THE POST

The duties and responsibilities of this post are to be carried out in accordance with the attached provisions of the School Teachers' Pay and Conditions Document.

MAIN PURPOSE AND SCOPE OF THE POST

- 1) Within the framework of statutory and local requirements, to provide ambitious, dynamic and inspirational leadership, promoting a secure foundation to build upon the school's strengths and high expectations and move the school forward on to new successes.
- 2) To continue to promote the school's current ethos, provide vision, leadership and strategic direction for the school, ensuring that it is managed and organised to meet its aims and targets, formulating policies for their implementation and development and, in association with the governing body and staff, devise and monitor an agreed development plan.
- 3) To put the pupils and their learning at the heart of every decision made so that all pupils achieve their highest standards of attainment and the school contributes fully to each pupil's educational and personal development - intellectually, physically, socially, culturally, morally and spiritually.
- 4) To be committed to safeguarding and the welfare of all pupils, in a nurturing and inclusive environment. Discipline and good behaviour will continue to underpin the school's vision for children to participate, learn, enjoy and achieve in a happy, safe and caring environment.
- 5) To ensure that the school provides an environment in which there is equality of opportunity for pupils and staff in all its activities.

In order to achieve this purpose eight key areas of leadership are identified:

1. Strategic direction/ shaping the future
2. Leadership and management
3. Leading teaching and learning
4. Managing the organisation
5. Safeguarding and promoting the welfare of children
6. Securing accountability
7. Strengthening the community
8. Other duties

1. Strategic Direction/Shaping the Future

The head teacher will work with the SLT, the Governing Body and all stakeholders to continue to develop a shared vision and strategic plan, which inspire and motivate pupils, staff and all other members of the school community. Vision is essential to ensure the future of the school.

The head teacher will:

- 1) In agreement with all stakeholders, including the governing body, create a shared and strategic vision, identify and keep under review the aims and objectives of the school, formulate policies and plans for their implementation and development.
- 2) Ensure the vision is clearly articulated, shared, understood and acted upon by all.
- 3) Devise and monitor, in close association with the governing body and the staff, an agreed improvement plan for the school.
- 4) Apply knowledge and critical understanding of contemporary developments in education policy at local and national level.
- 5) Build and maintain professional high quality practice throughout the school promoting continuous improvement in the quality of pupil experience.
- 6) Ensure that strategic planning recognises the social, emotional, intellectual and spiritual aspects of life and takes account of the diversities that comprise the makeup of the school and wider community.



7) Use whole school quality assurance strategies to evidence the need for and effectiveness of change.

8) Demonstrate personal commitment to continuous improvement through rigorous self- evaluation and improvement planning.

9) Encourage innovation, creativity and flexibility in the change process, enabling collective responsibility to take responsibility for whole school improvement.

2. Leadership & Management

The head teacher will lead by example, providing inspiring, clear and purposeful leadership for staff, pupils and wider school community.

The head teacher will:

1) Promote and develop the ethos and values that underpin the school.

2) Ensure that the school remains committed to safeguarding and promoting the welfare of children and young people and ensure that all staff and volunteers share this commitment.

3) Demonstrate commitment to the intellectual, spiritual, physical, moral, social and cultural wellbeing of pupils.

4) Oversee progress in all areas of school policy by agreeing performance criteria and monitoring progress towards their achievements.

5) Motivate staff and pupils in all areas of the curriculum, including extracurricular clubs and activities.

6) Review learning needs, career development and performance of all staff through appropriate appraisal and performance related processes.

7) Recruit, retain and deploy high calibre staff appropriately and manage their workload to achieve the visions and goals of the school.

8) Promote and ensure equality of opportunity and fairness in school life, complying with all relevant legislation.

3. Leading teaching and learning

Head teachers have a central responsibility for raising the quality of teaching and learning and for pupil's achievement. This requires setting high expectations, monitoring, and evaluating the effectiveness of learning outcomes.

The head teacher will:

1) Oversee the implementation and maintenance of a broad and balanced curriculum incorporating the national curriculum, relevant to the academic abilities and needs of all pupils.

2) Ensure the effective delivery of a broad and balanced curriculum, ensuring high standards of expectation that maximise pupils' achievement.

3) Ensure that learning is at the heart of everything that is done.

4) Inspire and support outstanding practice in learning and teaching, fostering our culture of excellence.

5) Enable a consistent and continuous focus on pupils' progress and attainment using data and benchmarks to monitor progress in every child's learning.

6) Monitor and evaluate the quality of learning and teaching and promote improvement strategies.

7) Review and develop a policy for the professional development and enrichment of all staff ensuring that staff have access to advice and training appropriate to their needs.

8) Review and develop an effective assessment, recording and reporting system of pupil progress.

9) Implement strategies that secure high standards of behaviour and attendance.

10) Promote and encourage creativity, innovation and the use of appropriate technologies to support and enhance children's learning experience and their ownership of it.

11) Develop and maintain programmes of extracurricular activities and provide opportunities for broad range of skills and



Job Description

learning experiences, including artistic and musical opportunities.

12) Encourage creative, responsive and effective approaches to learning and teaching.

13) Challenge under-performance at all levels, ensuring effective corrective action and appropriate follow-up.

14) Demonstrate high expectations and set stretching targets for the whole school.

15) Recognise the importance of pupil voice in school ensuring children know to whom they can turn if problems arise with peers and adults.

16) Ensure that newly appointed members of staff have appropriate induction and support.

17) Delegate appropriate duties of the head teacher to the deputy head teacher and SLT, encouraging their assistance in formulating the school's aims and objectives and establishing policies for their achievement, and in managing staff and resources.

4. Managing the organisation

Head teachers provide effective organisation and management of the school and seek ways of improving organisational structures and functions. The school should be organised to provide an efficient, effective and safe learning environment.

The head teacher will:

1) Maintain and develop a structure that reflects the school's values and enables the management systems, structures and processes to work both effectively and legally.

2) Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities, taking account of national and local circumstances.

3) Create and implement a Development Plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increases teacher effectiveness and secures school improvement.

4) Manage the school environment efficiently and effectively, ensuring it meets the needs of the curriculum and health and safety requirements and regulations.

5) Monitor and evaluate the performance of the school and review it with the Governing Body regularly.

6) Allocate and control school budgets and finances subject to the direction of the governing body.

5. Safeguarding

To safeguard and promote the children's welfare the head teacher must:

1) Understand and support the local authority safeguarding agenda.

2) Be conversant with the child protection and safeguarding policies and procedures of both the LA and the school, and promote this amongst the school community.

3) To ensure appropriate checking and vetting procedures are carried out on staff, volunteers and visitors and ensure compliance by partner organisations.

4) Ensure risk assessments are carried out, including those prior to any school outings and residential visits.

6. Securing Accountability

Head teachers are accountable to the pupils, parents/ carers, governors and the Local Authority for the efficiency and effectiveness of the school, thereby promoting collective responsibility within the whole school community.

The head teacher will:

1) Fulfil commitments arising from contractual accountability to the Local Authority.

2) Further develop and sustain effective relationships with the Governing Body, and the Chair of Governors in particular, to ensure effective governance of the school and the discharge of Governing Body responsibilities.



- 3) Collect and use a variety of data to understand the strengths and weaknesses of the school in order to promote achievement and accountability for pupil learning.
- 4) Combine the outcomes of regular school self-review with external evaluations in order to develop the school.
- 5) Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to review and evaluation.
- 6) Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences.
- 7) Integrate the budget plan with school improvement and staff development plans.
- 8) Take full responsibility, as budget holder for financial and resource management, working to ensure that financial regulations are adhered to.

7. Strengthening the Community

Head teachers should collaborate with other schools and organisations in order to share expertise and bring positive benefits to all.

The head teacher will:

- 1) Create a culture of respect and inclusion and a commitment to the broader community.
- 2) Create and improve effective working relationships with all those involved with the school and community, working proactively to resolve any issues arising.
- 3) Ensure that high quality liaison and consultation take place within effective structures, to the benefit of all relevant stakeholders.
- 4) Be a champion for the school within the local community and beyond.
- 5) Promote and strengthen the school culture, which takes account of the richness and diversity of the school community.
- 6) Collaborate with other agencies in providing for the academic, moral, social,

emotional, spiritual and cultural well-being of pupils and their families.

- 7) Maintain and develop an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

8. Other Duties

This job description is indicative of the nature and level of responsibility associated with the post. It is not exhaustive and the headteacher may be required to undertake such other duties, commensurate with the post, as deemed by the Governing Body.

The head teacher will:

- 1) Undertake responsibilities related to the school's work which are delegated to you by the governing body.
- 2) Report in appropriate ways to the governing body and incorporate its decisions within the development of school policy, meeting legal requirements.
- 3) Ensure the school operates within agreed local education authority and national guidelines.
- 4) Keep up to date with current educational thought and developments by reading and attendance at in-service activities for professional development and in order to further good practice.
- 5) Arrange for a Deputy Head Teacher, or other suitable person, to assume responsibility and substitute for you at any time when you are absent from school.
- 6) Liaise with the appropriate personnel to ensure adequate supervision, security and maintenance of the school buildings and grounds.



Headteacher Person Specification

Selection Criteria		Essential (E)	Shortlisting	Interview
<p>The person specification below shows the key abilities and skills we are looking for in our new Headteacher. The selection panel will shortlist candidates on the basis of how well they meet the requirements of this person specification. We are looking for candidates who demonstrate knowledge and understanding of each area, and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in a school context.</p>		Desirable (D)		
Qualifications	· Qualified teacher status.	E	✓	
	· NPQH or further professional qualification.	D	✓	
Experience	· Successful experience as a deputy head or head teacher.	E	✓	✓
	· Successful teaching experience of the age range served by the school.	E	✓	
	· Experience of working in a multi-cultural setting.	E	✓	✓
Strategic Direction and Development of the School	· Ability to manage a school through an expansion process	E	✓	✓
	· Ability to provide clear educational vision and direction and lead by example.	E	✓	✓
	· Ability to formulate aims, policies and plans and monitor, evaluate and review the impact of these.	E	✓	✓
	· Successful experience of working in partnership with the governing body.	E	✓	✓
	· Evidence of introducing effective strategies for improvement.	E	✓	✓
	· Up to date knowledge of current educational developments.	E		✓
	· Ability to work in partnership with other schools to share strengths and support development	E	✓	✓
Leading and Managing Staff	· Ability to lead, manage and motivate the whole school community.	E	✓	✓
	· Ability to plan, allocate, delegate, support and evaluate work undertaken by groups, teams and individuals.	E	✓	✓
	· Successful experience of leading in service training for staff.	E	✓	✓
	· Experience of consulting and negotiating effectively with different stakeholders involved with the school, including pupils.	E	✓	✓
	· Ability to coach and mentor staff to improve performance	E	✓	✓
Standards	· Evidence of raising standards across a primary school including for individuals and groups of pupils	E	✓	✓
	· Evidence/Ability to collect, analyse and use data on pupils' progress and performance to raise standards, using appropriate systems including ICT.	E	✓	✓
	· Ability to set and achieve challenging targets for the school, subjects, teachers and pupils.	E	✓	✓



Headteacher Person Specification

Selection Criteria		Essential (E)	Shortlisting	Interview
		Desirable (D)		
Teaching and Learning	• Understanding of the principles of effective teaching and learning and the ability to promote a culture of learning throughout the school.	E	✓	✓
	• Evidence of successfully engaging children through an exciting and innovative curriculum.	E	✓	✓
	• Evidence of successful use of assessment to improve outcomes for	E	✓	✓
	• Successful experience of monitoring, evaluating and improving the quality of teaching and learning.	E	✓	✓
	• Successful experience of promoting the personal, social, moral, cultural and spiritual development of pupils.	E	✓	✓
Ethos and Inclusion	• Ability to create and maintain an environment, which promotes good behaviour, discipline and celebrates	E	✓	✓
	• Experience of implementing appropriate strategies for reducing inequalities and promoting social inclusion.	E	✓	✓
Relationship with Parents and the Wider Community	• Successful experience of creating and maintaining effective partnerships with parents and the community, to enhance pupils learning.	E	✓	✓
Deployment of Staff and Resources	• Ability to set, interpret, monitor and manage a budget.	E	✓	✓
	• Ability to manage, monitor and review the use of all available resources, ensuring best value.	E	✓	✓
	• Experience of recruiting, selecting and deploying staff to achieve improved outcomes for children.	E	✓	✓
Safeguarding and Inclusion	• Thorough knowledge of safeguarding legislation and safer working practices	E	✓	✓
	• Evidence of promoting the welfare and safeguarding of children	E	✓	✓
	• Evidence of promoting an inclusive environment for all pupils	E	✓	✓
Other Skills and Abilities	• Ability to manage time well and work under pressure to deadlines.	E		✓
	• Ability to form and maintain appropriate professional relationships	E	✓	✓
	• Effective interpersonal, communication and presentation skills; both written and	E	✓	✓
	• Resilience, flexibility and ability to retain a sense of perspective	E	✓	✓
	• Ability and experience of going through a successful Ofsted Inspection	E	✓	✓



Remuneration and benefits

We have a highly competitive remuneration and benefits package:

Remuneration

Leadership Scale: L17-21
Salary range: £78,896- £85,267 p.a.

Hours of Work

Full Time, School Teachers' Pay and Conditions Document

Annual leave

School Teachers' Pay and Conditions Document

Pensions

Teachers' Pensions Scheme
www.teacherspensions.co.uk

Place of Work

Phoenix Arch Primary School

Training

The Brent Schools Partnership offers a wide range of training opportunities, which includes specific programmes for senior leaders and Headteachers that are built around the development priorities of Brent schools and in liaison with Head teachers

Valuing Diversity

We are proud that Brent is one of the most diverse boroughs in the UK and aim to develop a workforce that reflects the community in which we operate.

We are committed to recruiting, developing and retaining the most talented people from all backgrounds and valuing the varied skills, experiences and perspectives they bring to us in Brent. We strive to ensure that applicants are considered solely on the basis of their skills and abilities. We monitor the diversity of applicants and appointments to check that all our employment procedures are fair.

We particularly encourage applications from disabled people, as they are currently under-represented in our workforce. We are a Two Ticks employer and offer guaranteed interviews to disabled applicants who meet the minimum criteria for a role.

Important Information about this role:

Disclosure & Barring Service (DBS) Check

Successful applicants will be required to obtain an Enhanced DBS check considered satisfactory by the Council. The London Borough of Brent is an Equal Opportunities employer and having a criminal record will not necessarily bar you from working with us.

This will depend on the nature of the position and the circumstances and background of your offences. We will not unfairly discriminate against you on the basis of conviction or other details revealed.

However, we are also fully committed to protecting our vulnerable clients and will fully comply with the DBS code of practice. For a copy of the code, please visit <http://www.homeoffice.gov.uk/dbs> or request a copy from Human Resources.

Failure to disclose information or providing deliberate false information in order to gain employment may lead to your dismissal or a withdrawal of an offer of employment.

Rehabilitation of offenders Act

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.



INVESTORS IN PEOPLE



Your application

For your information, please note the following when completing your application:

- Read the job description and person specification carefully
- Complete a supporting statement online as part of the application form, making sure you address each of the criteria indicated in the person specification
- As space for your supporting statement is only 12000 characters on the system, you may prefer to choose the document upload option to attach a word version of your statement.

Applicants may only be shortlisted if they indicate in their application that they meet the shortlisting criteria on the Person Specification. Your completed application form and attachments are the only basis for considering your initial suitability for the post.

Unfortunately, we are unable to provide feedback to applicants who are not shortlisted for interview. However, you will receive an automated email informing you of the outcome of your application within four weeks of the closing date.

Disabled Applicants

Applicants who are disabled and are covered under the Disability Provision of Equality Act 2010 and meet the essential criteria for the role will be invited to the selection process.

Additional Information

Phoenix Arch School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

All organisations and individuals who work with children and young people, or are involved in providing services for them have a duty to safeguard and promote their welfare.

We are committed to safer recruitment, safeguarding, and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

The London Borough of Brent values the diversity of its community and aims to have a workforce that reflects this and therefore encourage applications from all sections of the community.

Applications are particularly welcome from people with a disability as they are under represented across the London Borough of Brent.

Before joining the London Borough of Brent, you will need to provide your National Insurance (NI) number and undergo a Home Office Standard I.D. check.

Please note CVs will not be considered as part of your application for this position.





PHOENIX ARCH SCHOOL

Headteacher

L17-21, £78,896- £85,267 p.a

Required January 2025

Phoenix Arch School is an oversubscribed community SEN school with a strong and supportive staff team. All fifty-five pupils attending the school have a diagnosis of ASD, and the school has developed a holistic approach with three pathways to support pupils to access the National Curriculum, including at the appropriate age. A personalised curriculum, tailored to enhance the skills of all students, enables pupils to enjoy learning and develop skills to thrive not only in the nurturing environment we have created at our school, but beyond and into adulthood.

The Post:

This is an exciting opportunity to lead a small SEN school and see your vision unfold as part of a community. The Board of Governors are looking for a dynamic and creative Headteacher to lead our dedicated and enthusiastic staff, someone who can develop the pathways further, manage the planned expansion and drive the school to outstanding, while retaining the school's warmth and celebration of special needs education.

You will be joining a staff team who are committed to providing an inclusive education for all. There is scope in the role to develop expertise within the school around autism and outstanding teaching and learning. We will support your continuing professional development and you will work in a friendly, warm environment where children are at the heart of our school community.

The person:

The Governors are seeking a candidate with enthusiasm, integrity, and kindness. This role needs someone who is excited to have the opportunity to be part of a community and make a real difference to that community. We are looking for someone who puts the children first, always, and holds high aspirations for all.

We are looking for an outstanding practitioner and leader who has:

- Commitment to the promotion of high standards in teaching and learning
- Good understanding of autism and neurodivergence including identifying strengths as well as challenges
- Proven outstanding classroom practice
- Excellent understanding of National Curriculum subject knowledge, and how to adapt it for SEN
- An understanding of different learning pathways and learning styles.
- Senior leadership experience at a mainstream or special primary school, and proven ability to lead, inspire and motivate
- Evidence of further professional study, e.g. NPQH, and good leadership skills
- Commitment to high aspirations for all - staff and students

How to apply:

Please complete an application form via the Brent Careers website. [London Borough of Brent Careers \(oraclecloud.com\)](https://www.london.gov.uk/careers)

Visits to the school are strongly encouraged.

Visits dates: Monday, Tuesday, Wednesday week beginning 9 September 2024.

Closing date: 12pm Monday 16 September 2024

Short listing: Tuesday 17 September 2024

Interviews: 24 and 25 September 2024

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. The appointment will be subject to pre-employment checks, including satisfactory Enhanced Level DBS clearance and references.