



Little Ealing Primary School



Engage, enrich, excel.

Weymouth Ave, London W5 4EA



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Chair's welcome letter

8th December 2023

Dear Applicant

I am delighted that you are interested in becoming the next Headteacher of Little Ealing Primary School. Our current Headteacher is retiring and relocating to Cornwall after eight successful years at Little Ealing, during which time the school has moved from strength to strength. We are looking to appoint to start on 1st September 2024.

We are seeking an inspirational leader who can build on our strengths and help us achieve our ambitious strategic plan to develop the school to be outstanding in every way and a confident, inclusive learning community.

Our Headteacher will be highly visible, approachable and an excellent communicator, prepared to listen and take the initiative and to be at the heart of an established whole school community. We are looking for someone who has a proven track record of strategic development and leading a team to deliver continuous improvement, who is reflective, collaborative, supportive and innovative.

We are committed to developing happy, well-rounded children who enjoy learning and are eager to develop to their full potential and who embody our school values of kindness, respect, responsibility, honesty, and gratitude. We are very proud of our pupils and their achievements and their willingness to learn new skills. Our pupils have enjoyed making a video for you about what their new Headteacher should be like. I hope you enjoy it!



<https://vimeo.com/885643136/738c402e3e>

We offer a broad and balanced curriculum including specialist teaching for Music, MFL, and PE. We are part of the Voice 21 project this year and have a well-established strategy for improving mental health and wellbeing for pupils and staff. We are looking to develop our digital strategy, resources, and capability to enable our pupils to be skilled, digitally fluent, astute, global citizens.

We encourage our staff to develop their skills and practice through active research, coaching and a rich CPD programme. We are members of the Ealing Learning Partnership which offers many leadership development opportunities, heads networking groups, a peer review programme, and collaborative working with other schools.

We are a popular three form entry primary school with a 52-place nursery on site. We have an engaged and supportive parent body and an active Parents, Teachers, and Friends

Association who raise thousands of pounds to support the school's priorities and provide opportunities for parents to come together as a community.

We have a fantastic team of staff with experienced senior and middle leaders committed to collaborative working and achieving high standards in everything we do. The Governing Board provides support and challenge to the school team and a determination to provide a wide range of opportunities to our school community to learn and grow together. We are proud of our latest Ofsted rating of Good following our ungraded inspection in June 2023 and look forward to the challenge of developing the school still further in the years to come.

We recommend that you visit our fantastic school to find out more. Please use the online booking form <https://forms.gle/m44osft45uk8Dtqb6> to arrange a visit on 12th or 15th December 2023 or 10th or 12th January 2024 or call Varinder Rekhi, School Business Manager on 020 8567 2135. Also email him on varinder.rekhi@leps.org.uk if you have any questions and we will get back to you.

Closing date for applications is Monday 15th January 2024 at 12 noon. Completed application forms should be emailed to varinder.rekhi@leps.org.uk or by post to the school marked Private FAO Varinder Rekhi, School Business Manager.

To promote a fair and unbiased shortlisting process, the application form is in two parts. The Recruitment Panel will only have access to the information given in part 2 for shortlisting.

Shortlisting is planned for 17th January and assessments and interviews are scheduled for 24th and 25th January 2024.

We look forward to meeting you.



Shirley Kenworthy-Wright
Chair of Governors.



Our location

Little Ealing Primary School is in a thriving, urban area, situated close to South Ealing Piccadilly Line Tube Station and local shops and amenities. We are within a 15-minute walk (or a short ride on the 65 bus) from Ealing Broadway Station which is served by Great Western Railway, the Elizabeth Line, District Line and Central Line and local bus services. There is limited on-site parking for staff.

Ealing Broadway offers an excellent range of shops, bars, restaurants, cinemas, and leisure facilities together with Pitzhanger Manor and Gallery. Ealing is known as the Queen of Suburbs and is renowned for its green spaces particularly the local parks.





Our school vision, ethos and values

We believe it is the responsibility of everyone to maintain a safe, happy and hardworking school community.

We believe that our strong and tangible ethos enables our children to become happy, confident, and successful learners, equipping them with the necessary skills in preparation for an ever-changing world.

Little Ealing Primary School is underpinned by our values and learning dispositions and our inclusive ethos embraces members of our school community where we are equally valued. We are committed to the service of young people and to help them play their full part in society.

The Governors at Little Ealing Primary School aim to provide a supportive and challenging learning environment that will offer all pupils and members of staff at our school opportunities to fulfil their potential whatever their sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability, religious belief or ability.

Our vision

An outstanding school in every way
A confident, inclusive, learning community

Our mission

Engage, enrich, excel

Kindness

Respect

Responsibility

Honesty

Gratitude

Our learners are:

Self-managers, thinkers, communicators, resilient, collaborative

Our stakeholders

Pupils, parents, staff, governors, our community



<https://vimeo.com/886837663/972a3a360d>





Our strategic direction

The Governors and Staff have worked together to devise a 5- year strategic plan which has been shared with the wider school community. We review our impact and priorities each year and identify what needs to be added for the coming year to inform the school development plan and school budget.

Our strategic overview is:

- To ensure that pupils have equal access to opportunities enabling them to fulfil their potential, whilst maintaining a broad, rich, ambitious, diverse, and inclusive curriculum with high expectations for all.
- To provide a safe, inclusive, and nurturing environment which supports the engagement of all and is conducive to positive mental health and wellbeing.
- We aim to recruit, develop, and retain a highly skilled workforce, including subject specialist teachers, who are committed to providing pupils with the best possible education and opportunities to develop the skills they need to fully access the next stage of their learning journey.
- To continue to develop the school's digital strategy, resources, and capability to create skilled, digitally fluent, and astute children at all stages.
- To engage the wider school community to share in the life and joy at Little Ealing Primary School, creating enrichment opportunities for all children.
- To continue to ensure that the school manages its financial performance prudently, maintaining a contingency balance of between 3% and 5% of total income and ensuring that its money is well spent.





What our staff tell us they want from their Headteacher



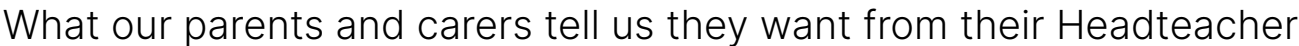
Visible Understanding Willing
Energy Community Clear
Fair **Approachable** Passion
Vision Listen Accountable Leadership Sense
Supportive Positive
Help Humour Compassionate
Open Door
At the gates



School key facts and statistics

| | |
|-------------------------------|-----------------------------|
| Type of School: | Maintained Community School |
| Age Range: | 3-11 |
| Location: | Ealing, London |
| Co-educational or single sex: | Co-educational |
| Number on Roll: | 624 |
| Nursery Places: | 52 |
| Number of Teaching Staff: | 30 |
| Total Number of Staff: | 78 |
| % Children with Pupil Premium | 10% |
| % Children with SEND | 11.1% |
| % Children with EAL | 21.3% |
| % Attendance | 96% |
| % Joined in Reception | 86% |
| Ethnic mix | 14 Ethnic groups |







Job description

Headteacher OF LITTLE EALING PRIMARY SCHOOL

Job Title: Headteacher

Responsible to: The Governing Body of the School

Responsible for: The Headteacher carries out duties in line with the conditions of employment as set out in the current School Teacher's Pay and Conditions document, the Headteachers' standards 2020 and the policies and procedures of the Governing Body.

Key Responsibilities of the Post

- Take the lead role on working in partnership with the Governing Body to build on the existing collaborative school vision, values, and strategic plan, which embraces excellence, high standards and inclusion.
- Translate the vision into a development plan and implement it successfully.
- Secure excellent teaching to achieve high standards of learning and attainment across a broad and balanced curriculum, including preparation for Secondary School transition, aspirations towards higher education and employment.
- Hold all staff to account for their professional conduct and practice.
- Ensure inclusion, diversity and access for all staff and pupils.
- Lead by example to foster an open, transparent, trusting and equitable culture; ensuring the wellbeing and psychological safety of staff, so that they have a voice and can contribute fully.
- To be responsible for the internal organisation, management and control of the school.
- Manage finance and resources astutely to maximize their use and value, aligned to the achievement of the school's strategy and vision.
- Prioritise the wellbeing and safety of all children and staff, and maintain an environment and culture that ensures exemplary standards in this area.
- Sustain and nurture effective relationships with the Governing Body, and the Chair of Governors in particular, to ensure effective governance of the school, and the discharge of GB responsibilities.
- Build and maintain effective, visible relationships with parents and all members of the school and wider community to enhance the education and wellbeing of all pupils.
- Create an outward-facing school to work with other schools, organisations and community partners to champion best practice, enhance learning and to maximise inter school liaison opportunities.

There is no hierarchy to the standards; the numbering below is only to aid identification.

Section 1: 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 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 at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, Headteachers:

- serve in the best interests of the school's pupils
- 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



Job description

- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research and evidence-based innovations
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1 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 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
- ensure a culture of high staff professionalism

2 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 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
- ensure effective use is made of formative assessment

3 Curriculum and assessment, Headteachers:

- ensure a broad, structured and coherent curriculum 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 schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4 Behaviour, Headteachers:

- 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
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5 Additional and special educational needs and disabilities, Headteachers:

- 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 all 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

6 Professional development, Headteachers:

- ensure staff follow clear development plans, and 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 consistent with the approaches laid out in the standard for teachers' professional development



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- 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

7 Organisational management, Headteachers:

- ensure the protection and safety of pupils 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 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

8 Continuous school improvement, Headteachers:

- 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

9 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 pupils
- establish and nurture a senior leadership team that collaborates, shares responsibility, challenges openly and supports one another

10 Governance and accountability, Headteachers:

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

The following outlines the key skills and experience we are looking for in the Headteacher of Little Ealing Primary School and our selection decision will be based on the criteria detailed within this document. The selection panel will assess each candidate against the criteria, expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context.

Please ensure when completing the written application that you only address the 14 relevant criteria as indicated in bold below in the method of the assessment column. As appropriate your responses should include your role, the actions and decisions you took and the outcome or impact of your involvement. Your supporting statement should be no more than four A4 pages long in Arial point size 11 or equivalent.

Please note that we may cover some or all of the criteria below on the interview/assessment day.

| Essential Requirements | | Form of Assessment |
|--|---|---|
| QUALIFICATIONS, EXPERIENCE AND TRAINING | | |
| 1 | Qualified Teacher Status, Award of the National Professional Qualification or other relevant professional qualification or evidence of research-based study. | Application form |
| 2 | A track record of proven, successful senior leadership and management experience in a comparable urban primary school or similar setting. | Application form/ Interview/Assessment |
| 3 | Appropriate Child Protection training and Designated Safeguarding Lead training successfully undertaken. | Application form |
| SCHOOL CULTURE | | |
| 4 | The ability to think strategically and take the leading role in developing, building on and communicating the school's vision and strategic plan in a way that inspires and motivates the whole school community. | Application form/ Interview/Assessment |
| 5 | Can build a diverse and effective senior leadership team that is engaged, motivated, accountable and open, and shares responsibility for the leadership of the school. | Interview/Assessment |
| 6 | The ability to develop and build upon the existing coaching culture of the school, including a personal commitment to coaching. | Application form/ Interview |
| 7 | A clear understanding of and commitment to promoting and safeguarding the welfare of children, and reinforcing a culture of safeguarding throughout the school community. | Interview/Assessment |
| TEACHING, CURRICULUM AND ASSESSMENT | | |
| 8 | Proven experience of using data and insight to lead innovative whole school initiatives that have impacted significantly and positively on pupil attainment. | Application form/ Interview/Assessment |
| 9 | A clear understanding of what makes good and outstanding teaching and the ability to develop a culture where the focus is on making a difference to young people's lives through education and learning. | Interview/Assessment |
| 10 | Substantial knowledge and experience of evidence-based curriculum leadership and development, including a clear grasp of recent changes and the opportunities that the wider curriculum (including creative, self-expressive and physical activities) provides for all pupils. | Application form/ / Interview/Assessment |
| BEHAVIOUR | | |
| 11 | Evidence of implementing a range of effective strategies which maintain and improve exemplary behaviour standards, including pupils' learning dispositions, attendance, and punctuality. | Application form/ Interview/Assessment |



Headteacher person specification

| ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES | | |
|---|--|--|
| 12 | Commitment to a diverse, open, equitable and inclusive culture, and promotes equality of access, inclusion, and opportunity for both staff and children. | Interview/Assessment |
| 13 | Has the experience, skills and knowledge to ensure the school fulfils its statutory duties with regards to SEND Code of Practice and has ambitious expectations for all pupils with additional needs and special educational needs and disabilities alongside a culture that enables them to learn effectively. | Application form/ Interview/Assessment |
| PROFESSIONAL DEVELOPMENT | | |
| 14 | Proven experience of developing and empowering other leaders to improve teaching and learning practices in their phase or subject, through training, coaching and experiential learning. | Application form |
| 15 | Proven experience of setting and communicating high expectations of staff, evaluating their performance and tackling any underperformance robustly and effectively. | Interview |
| ORGANISATIONAL MANAGEMENT AND DEVELOPMENT | | |
| 16 | Strong financial planning and management skills with experience of making effective use of resources, including the pupil premium, to achieve the school's strategy and vision. | Interview/Assessment |
| 17 | A clear understanding of and knowledge of current issues in education and evidence of embracing, implementing and embedding new approaches/technologies which are relevant to teaching and learning | Application form |
| WORKING IN PARTNERSHIP | | |
| 18 | A commitment to building and maintaining effective and positive relationships with stakeholders including pupils, parents, carers, governors, staff, the wider community and other schools, and use them to solve problems and achieve common goals | Application form |
| 19 | Experience of working with a Governing Board and an ability to develop a strong, appreciative and challenging partnership with governors. | Application form/ Interview/Assessment |
| PERSONAL ATTRIBUTES AND SKILLS | | |
| 20 | Deals effectively with pressure; is calm and level-headed, and remains optimistic, persistent, and resilient, even under adversity. | Interview |
| 21 | Self-motivated with a high level of organisational skills and the ability to prioritise and delegate workload effectively. | Assessment |
| 22 | Able to listen and to reflect, think creatively, solve problems and make decisions based on sound judgement; and can accept and learn from their own mistakes. | Application form/ Interview |
| 23 | Excellent verbal and written communication skills and proven ability to listen to, understand and work effectively with a wide range of challenging stakeholders. | Interview/Assessment |