



Headteacher Pack

Hermitage Primary School

Vaughan Way, London E1W 2PT

January 2021



0207 702 1037

www.hermitage.towerhamlets.sch.uk

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Welcome from the Chair of Governors

January 2021

Dear Candidate,

On behalf of the Full Governing Body, I would like to thank you for your interest in the Headteacher's post at Hermitage Primary School. I hope you will find this information pack a useful introduction and that you will proceed in applying. The post of Headteacher will become vacant from August 2021 with the retirement of the current Headteacher, Zoe Howe.

We are looking to appoint an inspirational leader to build on the strengths of the school and to make sure that we continue to achieve the best outcomes for every child going forward, drawing on the expertise of all its community members. We are seeking an outward looking leader who will continue to promote innovation and a progressive approach to learning and teaching. We foster a constructive and open working relationship between the governing body and the headteacher, and, if successful, you will find yourself with a team of dedicated and experienced professionals ready to do what is best for our community.

Located near St Katharine's Dock in Wapping, Hermitage is a 3-11 maintained primary school with a 1.5 form of entry, judged 'good' by Ofsted in 2014 and 2018. Our children come from a wide variety of backgrounds, reflecting the borough's cultural and economic diversity. Using a child-centred approach, we aim to ensure that every child reaches their highest possible level of achievement in a stimulating learning environment where they are happy, safe, enjoy coming to school and enjoy their learning. The choice not to have a uniform and the use of first names throughout Hermitage embodies our view of relationships being mutual, not hierarchical. Hermitage has a strong local reputation for its inclusive practice and SEND provision. We are passionate about equalities, identity and diversity.

Hermitage has a dedicated, highly competent team of staff who respond well to positive, distributive leadership and who are keen to maintain a culture of improvement.

Hermitage actively seeks and nurtures partnerships that enrich and extend children's learning and provide real links with the wider world. Hermitage is a proud member of the Teach East London Teaching School Alliance and plays an active role in the Tower Hamlets Education Partnership, working in collaboration with others to develop and deliver training as well as being involved in peer review cluster groups.

We are delighted that the Tower Hamlets SEN Strategy Review has selected Hermitage to develop the borough's first dedicated Alternative Resource Provision for high functioning autistic children, a vital provision for the Tower Hamlets community. We also welcome the recent decision to expand Hermitage from 1.5FE to 2FE following the Tower Hamlets Primary Review of school places. The Headteacher post will include overseeing the expansion of the school to 2 forms of entry and the development of the ARP, supporting our experienced SENCO and her team of dedicated SENTAs.

The school is supported by an experienced governing body who participate actively and sensitively to fulfil their strategic role, celebrate the school's achievements and contribute to the process of school improvement.

Despite the pandemic, we will do our best to welcome visits to the school (observing necessary protocols) as we understand how crucial a visit can be in deciding if this is the post for you. Please do not hesitate to email us if you'd like to know more about our school.

Andrew Best, our recruitment adviser, will manage all correspondence and I will happily discuss any questions you may have by email or phone.

Yours sincerely,

Polly Jones

Chair of Governors

Recruitment Process Details

To start: September 2021

Salary range: L15 to L21 (£67,556 to £77,011)

Salary range will rise to reflect growth in roll.

Group 2 (rising to Group 3) school - NOR - 280 (rising to 350+)

Closing date for applications: 12 noon on 9th February 2021

Interview date: as soon after February half-term as Covid-19 restrictions allow

Due to Covid-19 restrictions and procedures:

- a virtual visit is available at <https://www.hermitage.towerhamlets.sch.uk/Virtual-School-Tour/>
- a conversation can be arranged with the current Headteacher by contacting Hermitage's Office Manager, Tanya Matin by email at tanya@hermitage.towerhamlets.sch.uk
- visits will resume when Covid-19 restrictions allow and are strongly encouraged for those shortlisted.

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

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

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

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

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

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

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

About the School

Hermitage is a vibrant, diverse one-and-a-half form entry primary school located in Wapping, East London. We have about 280 children on roll ranging in age from Nursery (age 3) to Year 6 (age 11).

We are very proud of our peaceful and historical location, close to the River Thames and St Katharine's Docks. We are easily accessible from Tower Hill, Tower Gateway and Wapping stations and the 100 bus stops just outside the school. Hermitage has 12 classes across three areas of the school. The Early Years Foundation Stage has 3 classes which consist of a nursery class offering both full time and part time places and two Reception classes. Key Stage 1 has 3 classes whilst Key Stage 2 has 6 classes.

The school aims to ensure that every child reaches the highest possible levels of achievement; to prepare them to be successful citizens in the 21st century; to provide a secure and stimulating learning environment based upon self-discipline and mutual respect; for children build upon their own experiences; to work in genuine partnership with parents and to encourage all to learn from the communities in which they live. Most importantly, the school aims for the children to be happy and safe, so that they enjoy coming to school and enjoy their learning.

Parents and members of the community are an important part of school life, and we have many educational opportunities available, from our Thursday morning parents' workshops to "Strengthening families, strengthening Communities" classes. Hermitage has a supportive parent community, who work with the school to organise and run events for the children, parents and local people, including the hugely popular Summer Fair.

Showing children the possibilities for their future is an important part of our ethos, so we seek and nurture partnerships with the local community, and the wider world. We have had longstanding links with Oxbridge Colleges, Magdalene and Wadham, and further afield, the Hardelet Centre in France. The creative curriculum at Hermitage seeks to place learning in context and strengthen links between subjects, meaning that trips to Museums, theatres, art galleries and outdoor spaces are intrinsic to the learning experience.

We are a percussion specialist school and the children progress from playing Djembe drums in Early years and key stage 1, through Glockenspiel in lower key stage 2, to full steel pan ensemble in Upper key stage 2. Hermitage steel pans have played in varied venues from the Barbican to the Hackney Empire.

We work closely with other schools to ensure that our teaching and learning builds on best practice in different schools. As a member of the Teach East London Teaching school alliance (TELTSA), Hermitage has led and participated in cross phase professional development and school improvement initiatives and this continues in its membership of Tower Hamlets Educational partnership (THEP). Hermitage also works with students from the University of Kentucky and DES in Copenhagen to share the well-established creative curriculum and its positive impact on children's outcomes.

Hermitage has extensive grounds that enable us to learn about being environmentally responsible and we strive to be a community that is promoting a sustainable lifestyle. We have retained natural planted areas around the school, and a community growing space. We have silver Eco school status and are working towards the gold award. Our commitment to learning outside is supported by our forest school area with a pond and outdoor learning space.

We are proud to be fully inclusive school and have recently been awarded the Inclusion Quality Mark, which recognises the work we do to help all the children in the school to reach their full potential. We recognise that for working parents and carers the challenge of balancing work and family is a tough one, and Hermitage offers affordable wrap around childcare, from 8am in the morning, to 5.45 pm, with a Breakfast Club, and Play Centre.

Future Possibilities

Hermitage School was part of the Tower Hamlets Primary Review in June 2018.

The school, which has a PAN of 45, has not always fully recruited to Reception for a number of years. The school governors and the LA have been keen to consider ways in which the potential, the buildings and quality of provision could be fully maximised.

At the same time as the Primary review, the Tower Hamlets SEN Strategy was launched and has identified that specialist support for children with Autistic Spectrum Disorder needs was limited, and that expansion of specialist support, linked to mainstream education, should be considered. It has now been confirmed that Hermitage will be developing this provision in partnership with the local authority over the coming terms.

The Local Authority have also confirmed their intention to expand the school to two forms of entry, reducing the need for mixed age classes, in line with Local Authority Policy.

Vision and Values

Hermitage is committed to preparing our children to be successful citizens in the wider community, with skills, knowledge, values and attitudes that will prepare them for the opportunities and challenges of the 21st Century.

At Hermitage Primary School we believe that children who are happy and enjoy their learning will make good progress. We want children to learn how to keep themselves healthy and manage risk to stay safe. The education we provide should enable children to realise their dreams and aspirations and make positive contributions to their own community and the wider world. Children have a right to be given choices so that they can reflect on and take responsibility for their own learning and behaviour. We want children to be confident and self-motivated, both academically and socially.

The school works hard to provide an inspiring learning environment that promotes high expectations, independent learning and appropriate challenge. The staff at Hermitage strive to be positive role models, inspiring children to have and pursue their own aspirations. The staff team bring to the school a diversity of skills, experiences, interests and knowledge that inform their practice and enable children to access and enjoy a varied school experience.

Hermitage school teaches children a wide range of skills to become confident individuals in the outside world. The school involves the wider community in playing an active part in the children's learning and education. At Hermitage we are committed to ensuring that every child makes good progress in their learning, and leaves the school able to participate successfully at an academic, social and emotional level in secondary school and beyond.

To enable this to happen:

- we have high expectations of every child;
- we plan work that allows them to extend, consolidate and apply their learning;
- we assess and give feedback on their learning and teach children to assess their own learning;
- we listen to children and help them to solve problems;
- we encourage them to take responsibility for themselves and their peers, and for the school as a whole;
- we make good use of data to ensure that all children make expected progress and plan effective interventions if they don't.

Our Values

In order for children from Hermitage Primary School to be equipped for life in the 21st Century characterised by its rapid changes in technology, travel and employment, we agreed that the following values and qualities would be essential for success.

- Resilience
- Perseverance
- Independence

- Co-operation
- Responsibility
- Resourcefulness
- Tolerance



One Tower Hamlets

Hermitage school, as part of the Tower Hamlets community, is committed to the vision of "One Tower Hamlets"- tolerance, diversity and democracy.

We believe that Hermitage models a community based on tolerance, support and cooperation and would challenge pupils, staff or parents who express opinions contrary to Hermitage and British values.

We strive to uphold the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and belief. British values permeate every aspect of school life.

Here are some examples:

- Respect for democracy and support for participation in the democratic process through the election of the school council and their active participation in school life and the wider community; through pupil voice in focus groups and questionnaires; through teaching that promotes debate, questioning and mutual decision making; through our values of cooperation and responsibility
- Respect for the basis on which the law is made and applied in England through application of the Golden rules; reporting of racial incidents and involving parents; reporting of stage 3 incidents and sanctions and involving parents; challenging and reporting extremist views'; anti-bullying culture; assemblies and displays; through our values of responsibility and independence.
- Support and respect for the liberties of all within the law through the development of self-esteem and self-confidence; positive behaviour management approaches; positive culture and school ethos; reporting of bullying incidents and involving parents; challenging and reporting extremist views; celebration of diversity of cultures, faiths and lifestyles; anti-bullying culture; assemblies; through school council and through class discussions; freedom of speech; assemblies and displays and through the Hermitage values of tolerance, independence and cooperation.
- Respect for and tolerance of different faiths and religious and other beliefs through celebrating the diverse range of faiths and cultures within school and beyond; welcoming parents into assembly: challenging prejudice and discriminatory behaviour; reporting of discriminatory incidents and involving parents; visiting places of worship; assemblies and displays.

Curriculum

Hermitage Primary School has a responsibility to provide a curriculum which will inspire and motivate all learners and prepare them for the future.

It should enable all our young people to become:

- Successful learners, who enjoy learning, make progress and achieve
- Confident individuals who are able to lead safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society
- Outcomes for learners

For the school curriculum in Hermitage to "provide opportunities for all pupils to learn and achieve" (National Curriculum aims and values), it should:

- be based on the needs of all learners;
- provide learners with stimulating and engaging learning experiences;
- enable learners to see learning as an enjoyable lifelong process;
- enable learners to make constructive choices throughout their lives in order to achieve economically and personally as responsible citizens.

The principles that underpin these outcomes are as follows:

1. The curriculum is about the development of the whole person.
2. All learners are given equality of opportunity in learning.
3. The school curriculum builds on learners' strengths, interests and experiences both inside and outside school, including those developed by their first educators – their parents and carers.
4. Important skills are embedded in the curriculum for all subjects, using a wide range of practical, theoretical and creative learning opportunities.
5. The curriculum presents learners with new challenges and opportunities.
6. The curriculum provides opportunities for projects which cross subject boundaries.
7. The curriculum reflects the learners' place in their local community.
8. The curriculum reflects the learners' place in the national and global communities.

Hermitage Primary School believes these principles are the foundation for the curriculum for all learners.

Curriculum Maps and the approach to subject teaching can be found on the school's website.

Extend & Enrich

We believe that learning takes place indoors and out, throughout the day and in many different places. Trips, residentials, work with partners and opportunities before and after school are all experiences that make Hermitage an exciting, challenging and fun place to learn.

Residentials

We believe that residentials offer our children the space to develop some of our core values of independence, resilience, cooperation, tolerance and supportiveness.

In year 3 and 4 we visit the Hardelet centre, near Boulogne, in France, to practice our French, sample French culture and food, negotiate passport control and stay abroad without our families!

In Year 6 we have a week long residential at Gorsefield, near Stansted Mountfitchet. This residential concentrates on building teamwork and leadership skills, as well as developing skills in cycling, archery, orienteering, woodcraft, shelter building. There is a lot of fun and friendship too!

Breakfast Club & After School Club

At Hermitage we understand the challenges faced by working parents and the school has worked hard to ensure that we are able to provide a high quality and affordable childcare for families that need the school day to extend beyond our usual hours.

Our Breakfast club every day from 8 am to 8.55am. They provide a healthy breakfast of cereals, toasted bagels or bread, fruit and fruit juice. There are also games and activities, or just the opportunity to chat to friends.

After school we run a Play Centre that provides a safe, friendly environment with a range of activities, from sports to art and craft. We offer places for children from Nursery to year 6.

After school we have a variety of enrichment clubs such as Creative Arts, Dance, Football, Multi sports, Healthy cooking and ICT.



Behaviour

Hermitage children are excellent role models; polite, confident, enthusiastic and supportive. Due to the range of engaging lunchtime activities on offer including sports coaching, colouring club, and dedicated lunchtime supervisors for children with additional needs, disruptive behaviour at lunchtime remains relatively rare.

As part of the focus on pupil's well-being, Hermitage makes use of restorative justice strategies to restore positive relationships after challenging behaviour and to try to prevent repeat patterns of disagreements between children.

The school is also working on ensuring that pupil wellbeing and mental health remains high on our agenda. The school works on the theme of understanding bullying and how to deal with it in assemblies and circle time. Children are starting to understand the difference between arguments and persistent and intentional behaviour that upsets them.

Hermitage children think that the school teaches them how to be safe, citing road and fire safety, staying safe on the internet, fire evacuations and the attention to safety on trips as being key pieces of learning. They also commented that staff and the SLT help them to feel safe. There has been a focus on e- safety across the school, with the older children and parents benefiting from an e safety workshop led by an external advisor.

SEND

Hermitage School aims to provide an environment that encourages all pupils to fulfil their academic, social and physical potential.

During their time at Hermitage, some pupils may experience a special educational need or disability (SEND) for a short or longer period of time. During this time, we hope to support them to ensure full access to their curriculum entitlement in the mainstream classroom.

There are also children who require additional support with learning English and children who have been identified as having particular gifts, talents, or perhaps both.

Our hopes are the same for all pupils. We hope that they achieve 'responsible personal autonomy, and full participation in the communities in which they live' (John Fish Committee, Educational Opportunities For All, 1985).

As an inclusive school, Hermitage ensures that all staff are enabled to be effective educators of SEND pupils and works closely with external partners to provide more specialist provision when needed.

Safeguarding

Ensuring children's wellbeing and safety is at the heart of practice at Hermitage. There is a strong and experienced safeguarding team, led by the current head teacher. Key staff and Governors ensure that all aspects of safeguarding are monitored from safer recruitment, to Prevent duties, through child protection and mental health needs.



Pupil Outcomes

EYFS Results				
Subject/Aspect	2018 School Results	2019 School Results	National Results 2018	
Good level of development	75%	79%	72%	
Year 1 Phonics Check Results				
Subject/Aspect	2018 School Results	2019 School Results	National Results 2019	
Overall	79%	82%	82%	
KS1 Results				
Subject/Aspect	2018 School Results	2019 School Results	National Results 2019	
Reading % ARE +	79%	71%	75%	
Reading % greater depth	16%	25%	25%	
Writing % ARE +	74%	71%	69%	
Writing % greater depth	13%	14%	15%	
Mathematics % ARE +	79%	71%	76%	
Mathematics % greater depth	13%	21%	22%	
KS2 Results				
Subject/Aspect	2018 School Results	2019 School Results	Progress Score 2019	National Results 2019
Reading % ARE +	78%	77%	-1.0	73%
Reading % greater depth	22%	20%		27%
SPaG % ARE +	84%	74%		78%
SPaG % greater depth	30%	34%		36%
Writing % ARE +	84%	80%	-0.9	78%
Writing % greater depth	24%	23%		20%
Mathematics % ARE +	92%	69%	-1.5	79%
Mathematics % greater depth	35%	31%		27%
R, W&M % ARE +	73%	66%		65%
R, W&M % greater depth	8%	11%		11%

Ofsted

Hermitage was inspected by OFSTED in March 2014 (Full inspection) and May 2018 (Short Inspection), and was graded as a Good school on both occasions.

We were pleased that OFSTED recognised the innovative and creative practice in the school which leads to our happy and enthusiastic learners, and their good progress and high attainment.

The 2018 report said:

“You and your senior leaders’ strong and ambitious leadership has ensured that the school continues to improve. Staff and governors share your aspirations and drive to provide the best education for pupils. Parents are very supportive of what the school does for their children. They particularly appreciate the caring ethos that you have created, allowing their children to thrive. The school is a vibrant, nurturing environment where staff help pupils to develop well, both academically and personally. This supports pupils’ confidence and promotes strong attitudes to learning.”

“Published data for the previous three years at the end of key stage 2 shows a much-improved picture for these pupils (*the disadvantaged*) in reading, writing and mathematics across the school.”

“They (*Pupils*) were keen to talk to me and tell me about the curriculum and the wider opportunities that you provide. They cite the residential trip to France as a particular highlight, reinforcing the French that pupils learn right from the early years. Pupils relish the many leadership opportunities that you give them, including membership of the school council and working as ‘internet safety warriors’. Through experiences such as these, pupils develop confidence and a strong sense of responsibility.”

“I must emphasise how impressed I was with the quality of the school’s outdoor environment. It provides a lively, stimulating space for the pupils to thrive and is appreciated by all the school community. Creative work on display around the school is also of high quality and reflects a school at the heart of its community.”

Next steps for the school from the 2018 report:

Leaders and those responsible for governance should ensure that:

- improvements in learning and teaching are consistent in further strengthening standards
- emerging leaders’ skills are quickly developed so that they are able to evaluate the school’s work more sharply.

School Improvement Plan

Our overall priorities remain:

- To ensure teaching is effective in supporting all children to make good or better progress
- To develop the physical and organisational structure of the school to meet local needs, ensuring a place fit for effective learning in the 21st century.

In particular, the priorities for this year are:

- To ensure that risk to pupils and staff health and well-being are managed as effectively as possible
- To ensure that the response to local and national developments meets the needs of the children and the wider school community effectively
- To consolidate middle leaders' strategic role in raising standards, expectation and attainment across the school
- To share expertise within school and across schools through use of extended school partnerships
- To ensure the Hermitage curriculum continues to deliver good outcomes in line with national expectations
- To work effectively with parents to support learning
- To ensure that nursery children continue to access high quality, educational provision

Financial Statement

The School has a good record of careful and strategic budget management and, despite the financial difficulties facing schools due to Covid and the current economic climate, is anticipating a budget surplus of up to 5% at the end of its financial year.

Governors

The Governing Body of Hermitage Primary School is made up of parents and staff who have been elected, and of people from outside the school, who have been appointed by the Local Education Authority or have been co-opted by the Governing Body itself.

The Governing Body is responsible for the strategic management of the school and works closely with the Senior Leadership Team. Governors are responsible for agreeing the annual budget, for ratifying school policies and scrutinising performance to enable them to work with the school to raise standards.

Headteacher – Zoe Howe

Parent Governors:

Melissa Jorgensen – Chair of Teaching and Learning Committee

Zeenath Hussain

Mic Wright

Mamoona Ayub

Local Authority Governor:

Richard Tyndall - Chair of Resources Committee

Co-opted Governors:

Polly Jones - Chair of Governing Body

Donna Francis

Maartje Geussens

Sayed Miah

Staff Governor:

Kael Long

Staffing

Staff and children at Hermitage are addressed by their first names.

Zoë Howe - Headteacher

Karen Attard - Deputy Headteacher and Inclusion Co-ordinator (SENCO)

Preet Serai - Deputy Headteacher

Tanya Martin - Office Manager

Yasmeen Patel - Office Assistant

Rebekah Thomas - Office Assistant

Susan Packham - Bursar

Patric Sherwin - Premises Manager

Shorif Ahmed - Learning Mentor and playcentre Manager

Tracey Pace - Learning Mentor and Parent Liaison

This year each class has been named after someone who has made a difference in our world:

Year	Class name	Teacher	TA/NNEB/SEN TA	Inclusion
N	Otele	Saphina PT Olivia PT	Fatema 0.5 Runa Al Amin	Shoehenaz (0.6) Amina (0.4)
R	Rantzen	Ally NQT	Deka	
R	Scheffler	Sheila	Jakira	
1	Seacole	Mozlufa	Samira	Sanita
1/2	Thunberg	Daphne	Shanaz HLTA	Pearl
2	Kofoworola	Kristan Science KS1 Phase lead	Abdul HLTA	Celia KS1 support (maternity leave)

3	Vernon	Shipa SENCO	Runa	Wollette
3/ 4	Angelou	Micah Creative arts	HLTA	Nicole
4	Berners Lee	Kael Computing LKS2 Phase lead	Ambiya HLTA	
5	West	Michael Maths UKS2 phase lead	Sanam HLTA	
5/6	Sagan	Toby Humanities	Rubina HLTA	Ellie
6	Bevan	Rachel English Assistant Head 0.8 Natalie PML 0.2		

Headteacher Job Description

Salary: L15 to L21 (£67,556 to £77,011)

Qualities:

Our Headteacher should be passionate about achieving the best possible outcomes for our children. They will value people and care about the whole family: parents, carers and children. The Headteacher will be welcoming, genuinely friendly and visible to parents. Our Headteacher will have empathy, understand the importance of listening and enjoy learning. The Headteacher will enjoy celebrating success, in all its forms, and have a strong belief in growing the whole child.

Their style of leadership will be calm, considerate and inclusive, using distributed leadership to facilitate decision making and to deliver the school's strategies. Decisions will be made with reference to the school's aims and values. Initiatives will be given the appropriate time to become embedded and successful. They will understand our changing and growing community, and will have the ability to build and maintain a sense of community and common purpose. Motivating staff and a focus on their development will be a key part of our Headteacher's day to day activities. They will be outward facing, collaborating with other schools, the Local Authority and other organisations for the benefit of our pupils and their families.

Duties, ethics and professional conduct:

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

Main Purpose:

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

School Leadership & Culture

- establish and sustain our school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where our pupils experience a positive and enriching school life

- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- develop leadership capacity and teamworking across the staff team
- promote positive and respectful relationships within school and across the wider community, and create a safe, orderly and inclusive school environment
- ensure a culture of high staff professionalism

Teaching and Learning

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

Curriculum and Assessment

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

Behaviour and Attitudes

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

Additional and Special Educational Needs and Disabilities

- ensure our school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively

- ensure our school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure our school fulfils its statutory duties with regard to the SEND code of practice

Professional Development

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

Organisational Management

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

Continuous School Improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to our school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in Partnership

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

Governance and Accountability

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

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

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

Person Specification

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

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

E- Essential, D Desirable

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