

Headteacher Pack

Bangabandhu Primary School

bangabandhu.towerhamlets.sch.uk

January 2016

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Welcome from the Chair of Governors

January 2016

Dear Colleague,

Thank you for your interest in the post of Headteacher (HT) at Bangabandhu Primary School. No doubt you have already looked at the school website, but please find enclosed a pack of further information to help you decide whether Bangabandhu is the right school for you. We hope you find this useful and that you will contact us to arrange a visit to the school – we believe this to be essential.

As you will have seen from the advert, Bangabandhu is situated in Bethnal Green, Tower Hamlets. Tower Hamlets is an outstanding local authority which has excellent, supportive relationships with its schools. We are also fortunate in having recently completed refurbishment work on our outside learning and play areas in the school. These are excellent resources and are frequently visited by others planning to improve their outside areas.

Bangabandhu is a caring, inclusive school, which provides a broad and balanced learning experience for every child, including a wealth of enrichment activities. Our vision to 'Aim High, Take Part and Have Fun', together with our commitment to becoming a 'Rights Respecting School', underpins our curriculum. Visitors to the school comment on the warm and friendly atmosphere here at Bangabandhu, and on the smiling, happy and confident children.

Susan Tring, our current Head Teacher has announced her retirement from the end of the autumn term. Susan became Head Teacher in 2008, after five years as Deputy Head. She has been an inspirational HT and has led our school from strength to strength over that time.

Susan is a caring and supportive HT to each and every child in the school and our children, staff and governors are looking for someone who will carry these values into the future, while ensuring we have a vision and strategy for the school to build on its successes and further enhance its position in the community going forward.

We are privileged to work with talented, committed staff; enthusiastic, friendly pupils; and a community of supportive families and external partners and look forward to interviewing candidates who have a passion for teaching and learning, an ability to inspire and confident leadership and communication skills.

We believe this could be an excellent opportunity both for a current headteacher in another school, as well as for a strong and experienced deputy head.

We look forward very much to hearing from you.

Yours sincerely,

Professor Jeryl Whitelock

Chair of Governors

Recruitment Process Details

To start: September 2016 (or earlier)

Salary range: £73,613 - £84,115

Closing date for applications: 11th February 2016 Noon

Interview dates: 24th & 25th February 2016

A visit is essential and can be booked through Andrew Best on 07917 080201.

If you have any questions or to have an informal chat with our adviser, please call Andrew Best on 07917 080201.

The Head Teacher Job description and Person Specification can be found at the back of this pack.

Please use the Tower Hamlets Application form provided and follow the application instructions carefully.

About the School

Bangabandhu is in Bethnal Green and strives to meet the needs of each, unique child. Bangabandhu is a large inner city, multi-cultural school. 78.7% of our pupils are of Bangladeshi heritage; 8% are of African heritage (the majority being Somalian), 5% are of mixed heritage, 2% of white UK heritage, 1.7% Pakistani heritage, 1.1 of other white UK heritage, 0.6% Indian heritage and the remainder of pupils are of Caribbean, Chinese, Vietnamese, Brazilian, Moroccan or Turkish heritage. Our children come from a range of class backgrounds that we also take into consideration.

“This school provides a good education for its pupils. They achieve well in a safe and welcoming environment in which the whole school community feels fully included. Parents and carers recognise the school’s quality. ‘The school is welcoming and open to children and parents, and provides our children with the best start to their school careers.’”

- Ofsted 2011



We offer a broad curriculum including a wide range of enrichment activities.

Our high staff to pupil ratio allows us to personalise learning; enabling every child to make the best possible progress.

We have high expectations for all our children and strive to maintain high standards throughout the school.

Committed to offering high quality provision we work together with parents, the community and local schools to achieve this.

Recently, we have joined the Teach East London Teaching Schools Alliance (TELTA); an exciting opportunity to develop training within our schools.

Visitors comment on the warm and friendly atmosphere here at Bangabandhu.

Bangabandhu has an open door policy and I warmly invite you to come and see us in action.

Vision

Aim High: New day, new horizons, new learning.

- Regardless of ability.
- Focuses on the growth and development of the whole, unique child through a broad and balanced curriculum, rich in musical and artistic opportunities.
- Provides an education that encompasses academic, creative, social, emotional, physical and cultural development.
- Supports children to gain a sophisticated grasp of language.



- Recognises that literacy and mathematics are the building blocks for learning.
- Promotes excellence, determination and inspiration. (Olympic Values)

Have Fun: Creative environment, creative learning, creative play.

Our aim is that Bangabandhu is a school that provides:

- An environment where all feel safe and secure in order to learn and to play.
- Learning that is enjoyable, creative and fires the imagination, enriching the learning experience of all.
- Role models who demonstrate honesty, integrity, sensitivity and compassion and inspire these values in the children.
- Support for pupils to deal with challenging situations effectively.
- A creative and inspiring curriculum that is meaningful for all learners.



At Bangabandhu we promote:

- Recognition and respect of differences and fairness.
- Friendship and Respect (Olympic Values).
- The United Nations Articles on The Rights of the Child.

Take Part: Together we live, together we learn.

Our aim is that Bangabandhu is a school that:

- Encourages everyone to take an active part in learning
- Fosters collaborative learning
- Provides opportunities for children to develop their social skills in lessons and through projects, workshops, clubs and trips.
- Offers a range of opportunities to stimulate learning
- Considers all learning styles in lessons
- Involves all stakeholders

Our Parents and Carers

We include parents and carers in their child's learning in many different ways. There are termly parent meetings and class assemblies and we organise opportunities for parents to visit the classroom to see what their children are learning first hand.

Our Parent Liaison Officer oversees a programme of workshops, visits, forums and informal coffee mornings.



School Curriculum

The aim of our new curriculum is to equip children with the knowledge, skills, dispositions, attitudes, values and beliefs to enable them to succeed as global citizens in the 21st century.

It provides a broad and balanced learning experience for every child. We consider how the different subjects can be creatively linked and taught in exciting ways to enthuse all our children. As a foundation for all other subjects, English and Mathematics continue to be a main focus and are threaded through all curriculum areas. We focus on developing children to be strong readers, excellent communicators and confident working with numbers in everyday life.

Our vision to Aim High, Take Part and Have Fun underpins our new curriculum. This ensures that all children develop the skills that will enable them to achieve their full potential, as well as become lifelong learners.

Ofsted – October 2011

Inspection judgements

Overall effectiveness: how good is the school? 2

The school's capacity for sustained improvement 2

Main findings

This school provides a good education for its pupils. They achieve well in a safe and welcoming environment in which the whole school community feels fully included. Parents and carers recognise the school's quality. 'The school is welcoming and open to children and parents, and provides our children with the best start to their school careers' was typical of comments in their questionnaire responses. There are a number of reasons why pupils do well.

- The good levels of care, guidance and support pupils receive lead directly to the strong personal qualities they exhibit, and contribute to their good achievement. Pupils behave well, feel safe and well cared for, enjoy taking on responsibility and get on well together.
- The school ensures that all the teaching assistants achieve an accredited qualification in English so that pupils who are at an early stage of speaking English are helped to develop their understanding through good attention to their needs in the classroom.
- Pupils with complex needs in the resourced provision are fully integrated into the classroom, making gains in confidence and social skills, and feeling included in all the school offers. Other pupils with special educational needs and/or disabilities are supported well because all adults in the classrooms understand and respond to their needs.
- Teaching and the curriculum promote good learning. Lessons often feature teachers working together to make sure all the pupils' diverse needs are met. Warm relationships and lively and engaging tasks mean that pupils want to do well. Subjects link together to make learning appealing. A range of strategies, such as one-to-one tuition, ensures that staff can respond promptly to any identified weakness. In consequence, gaps in performance have narrowed. Children in the Early Years Foundation Stage make a good start to their education, and good progress continues through the school. Attainment by the end of Year 6 is broadly average.
- Strong, established partnerships enrich pupils' learning. The 'Into University' project currently being undertaken by Year 6 pupils, in partnership with a local university, ignites interest in Shakespeare and pupils' dreams for the future. As one said, 'It has raised our aspirations.'
- The checks leaders make on the quality of teaching and learning in the classroom are rigorous and regular. As a result, there are no significant dips in pupils' achievement within particular year groups and they make consistently good progress across the school.

Teaching ranged from satisfactory to outstanding during the inspection. In weaker lessons, teachers' questions are sometimes not probing enough to stretch pupils' thinking and imagination. Occasionally, tasks, although interesting, focus for too long on familiar work, rather than extending knowledge. Good quality learning targets are set for pupils in literacy and numeracy, to help them understand clearly how to move to the next level in their learning. However, these are not set soon enough at the beginning of the term, so that for periods of time, pupils are not sure what they are aiming for in their learning.

The governing body provides a good range of expertise, challenge and advice. It monitors the school's work thoroughly. The determination of leaders and managers, together with staff, to continue the upward trend of achievement underpins the school's accurate self-evaluation and identification of priorities. This, and the successful teamwork evident, demonstrates that the school has good capacity for sustained improvement.

What does the school need to do to improve further?

Raise attainment by improving the quality of all lessons to that of the best by:

- making sure that pupils always have suitably challenging learning targets set in literacy and numeracy at the earliest stage possible
- ensuring that lessons include tasks that extend all pupils' knowledge and understanding as well as reinforcing existing learning
- improving teachers' use of questioning and providing more opportunities for pupils to think and imagine more deeply.

2015 Unvalidated Results

EYFS % achieving a Good Level of Development

School	LA (2014)	England (2014)
55.4%	55.7%	60%

Y1 % achieving required level in Phonics

School	LA (2014)	England (2014)
88% (91%)	75%	74%

Y2 % achieving required level in Phonics

School	LA (2014)	England (2014)
98%	87%	88%

KS1 % Attainment

Subject	Level	School	LA 2014	England 2014
Reading	L2+	94%	89%	90%
	L2b+	87%	79%	81%
	L3+	37%	26%	29%
Writing	L2+	92%	85%	86%
	L2b+	69%	69%	70%
	L3+	12%	15%	16%
Maths	L2+	99%	91%	92%
	L2b+	92%	78%	80%
	L3+	39%	23%	24%

KS2 % Attainment

Subject	Level	School	LA 2014	England 2014
Reading	L4+	95%	89%	89%
	L4b+	81%	76%	78%
	L5	39%	45%	49%
	L6	0%	0.2%	0%
Writing	L4+	90%	85%	85%
	L4b+	66%		
	L5	22%	31%	33%
	L6	0%	2.1%	2%
GPS	L4+	92%	80%	76%
	L4b+	86%	73%	68%
	L5	63%	57%	52%
	L6	3%	4.6%	4%
Maths	L4+	93%	91%	86%
	L4b+	81%	78%	76%
	L5	37%	22%	42%
	L6	0%	10.5%	9%

% making 2 or 3 Levels of Progress from KS1 to KS2

	<i>2+ Levels of Progress</i>			<i>3+ Levels of Progress</i>		
	School	LA 2014	England 2014	School	LA 2014	England 2014
Reading	89%	92%	91%	48%	41%	35%
Writing TA	100%	95%	93%	38%	38%	33%
Maths	98%	92%	89%	41%	39%	35%

Financial Statement

The School has a healthy budget, with a carry forward from 2014-2015 of 6%. A further 2% has been used towards the refurbishment of the Reception Outside Learning Area.

School Improvement Priorities

Develop Leadership

- Recruit new Headteacher
- Retain experienced staff.
- Develop the Achievement for All coaching model
- Develop middle leaders through training and opportunities to shadow and lead projects

Develop Teaching and Learning

- Continue to raise attainment in writing
- Ensure all children meet the expectations in the New Curriculum for mathematics
- Raise attainment of higher attaining pupils.
- Improve attainment of Pupil Premium children through Achievement for All
- Raise attainment of poor attenders through Achievement for All
- Develop systems to assess attainment against the New Curriculum

Improve Parental Engagement

- Improve learning for target pupils through Achievement for All.
- Increase parent workshops in literacy and numeracy
- Develop range of workshops for parents of children in the EYFS
- Develop Toddler group and access to the Toy Library
- Deliver 'Learn with your Child' project.
- Develop strategies to include parents of minority groups in school.

Improve Wider Outcomes

- Continue to improve communication – through use of technology.
- Achieve Arts Mark
- Develop Forest Schools throughout school.
- Tackle obesity: diet and exercise
- Develop child-centred SEND meetings.
- Achieve RRS Level 2.
- Ethical Procurement
- Improve attendance.
- Improve the % of pupils able to swim 25metres.
- Develop the variety of cultural experiences offered including extended provision.
- Safety – violence against women and mental well-being of girls

Members of the Bangabandhu Governing Body



Pictured back row from left: Abul Kasam; Linda Austin (Vice-Chair); Anne Applebaum (Chair of Finance, Personnel and Premises Committee(FPP)); Susan Tring (Head Teacher); Jeryl Whitelock (Chair of Governors); Amanda Innes-Drummond; Janine Ellul (Chair of Standards Committee).

Front Row from left: Carly Williams; Marigold Palmer-Jones (Deputy Head); Laura Owen (Vice-Chair FPP); Abigail Eales, Clerk to Governors.

Parent Governors	Local Authority Governor
Ms Janine Ellul	Prof Jeryl Whitelock (Chair)
Mr Arman Ali	
Mr Razaur Rahman Oli	Co-opted Governors
	Anne Applebaum
Staff Governors	Linda Austin (Vice-Chair)
Ms Susan Tring	
Ms Carly Williams	Abul Kasam
	Laura Owen
	Salim Ullah

Introduction from the Chair of Governors

May I introduce myself as Chair of Governors of Bangabandhu Primary School. A retired Professor of Management, as Chair of Governors, my specific focus is to manage the work of the Governing Body (GB), have regular one to one meetings with the Head Teacher, and oversee the strategic development of the school.

I was appointed a Governor in June 2013 and was elected Chair in September that year. Since that time we have recruited six new Governors to our very strong GB. We are fortunate to have a varied group of people, who bring a wide range of knowledge, expertise and experience to the school. My Vice-Chair, Linda Austin, is a former Head Teacher and Ofsted Inspector, whose expertise and insights are particularly valuable to us.

As Governors our role is both to support and challenge and we undertake these tasks always with the best interests of the school and all its pupils at heart. We receive training and attend workshops to make sure we are up to date with our responsibilities.

Recent training has included workshops on **Healthy Early Years and Healthy Schools, Setting the Strategic Vision, Governors Role and Responsibilities, Changes to the Curriculum, Prevent Awareness, Safer Recruitment**, as well as **Preparing for Ofsted**. At these training events I am often surprised and very pleased to learn that our school is already performing extremely well in the areas discussed.

Governors make regular visits to school to attend our formal committee and Full Governing Body (FGB) meetings, but also to enjoy Assemblies, participate in Parent Forum and other events, and to undertake 'School Walks' to observe what is going on in school, and to report and comment on it.

The Governing Body has two key committees – Standards, where all teaching and learning matters are discussed, and Finance, Personnel and Planning (FPP). We also have a system of **Link Governors (LG)**, with an individual governor taking on responsibility for monitoring specific areas of activity within the school.

Parent Governor Janine Ellul is Chair of our **Standards Committee**. A Health Service professional, Janine has also taken on the roles of LG Looked After Children and LG Safeguarding. Other members of this committee are:

Linda Austin – LG for Curriculum including SEND and pupil premium

Abul Kasam – LG for ICT

Susan Tring – Head Teacher

Carly Williams – Assistant Head

Jeryl Whitelock – Chair of Governors

Our **Finance, Personnel and Premises Committee** is chaired by Anne Appelbaum. Anne's work for the Arts Council on art and culture for children and young people makes her the ideal person to be our LG for Social, Moral and Cultural matters. Other members of this committee are:

Arman Ali – LG for Parental Engagement and Health and Safety

Laura Owen (Vice-Chair) – LG for Communications and EYFS

Susan Tring

Salim Ullah

Jeryl Whitelock

We currently hold two Standards Committee meetings, 2 FPP meetings and two Full Governing Body (FGB) meetings each term. I also aim to give occasional 'Governors' Updates' by letter to parents and carers throughout the year.

I am proud of our school and can confidently say that it is true to its vision: Aim High, Take Part, Have Fun.

Professor Jeryl Whitelock

Chair of Governors

December 2015

Current List of Staff

Susan Tring	Headteacher
Marigold Palmer-Jones	Deputy Headteacher
Carly Williams	Acting Deputy Headteacher
Ayesha Khanom	Assistant Headteacher 0.6
Claire Maher	Assistant Headteacher 0.8
Katie Mik	Assistant Headteacher 0.2
Nicola Farr	Assistant Headteacher
Anna Devine	Teacher
Cameron Straughan	Teacher
Claire Isbecque	Teacher
Claire Sutton	Foundation Stage Coordinator
Fiona Fitzpatrick	Teacher
Frances Rooney	SEN Teacher
Gemma Bacon	Teacher
Ian Williams	Foundation Stage Coordinator
Ila Mazumdar	Teacher
Kelly Williams	Teacher
Maddie Outram	SEN Teacher
Marianne Johansen	Teacher
Mark Bennett	Teacher
Michael Dolan-Hodgson	Teacher
Noelle O'Mahony	Teacher
Oliver Larkin	Teacher
Sabina Siddique	Teacher
Sayma Khandokar	Teacher
Sergio Rebelo	PPA Cover Teacher
Shahana Rahman	Teacher
Shahnaz Khan	Teacher
Vanessa Rampat Maundar	Teacher
Afzal Miah	TA
Amina Khatun	TA
Ayesha Begum	TA
Charlie Jahatlal	TA
Eyena Hascan	TA
Fatma Ismail	TA
Harban Canak	TA
Hasna Awal	TA
Hayley Russell	TA
Jania Begum	TA
Kaye Egerton	TA
Lutifa Begum	TA

Nasima Begum	TA
Nazma Begum	TA
Omeka Begum	TA
Rahana Ali	TA
Ray Micallef	TA
Rebekah Butt	TA
Ruby Nessa	TA
Rukshana Akthar	TA
Rushna Begum	TA
Saheda Ahmed	TA
Sara Maclean	TA
Saul Ingall-Clark	TA
Shahana Nasrin	TA
Sheply Sikdar	TA
Stephanie Kredteck	TA
Susan Redknapp	TA
Stephanie Sykes	TA/ Senior Midday Meals Supervisor
Kerry Sammut	TA/ Midday Meals Supervisor
Salema Ahmed	TA/ Midday Meals Supervisor
Shahnaz Begum	TA/ Midday Meals Supervisor
Asma Khan	Midday Meals Supervisor
Asma Khatun	Midday Meals Supervisor
Ayesha Begum Khan	Midday Meals Supervisor
Farida Salim	Midday Meals Supervisor
Mazma Shahin	Midday Meals Supervisor
Shahana Begum	Midday Meals Supervisor
Emanuela Galea	Nursery Nurse
Shabina Khan	Nursery Nurse
Yolanda Calahorra Alayeto	Nursery Nurse
Janis Baxter	Pastoral Support Manager
Naz Begum	Learning Mentor
Pal Nagre	Learning Mentor
Barbara Pullen	Office Manager
Paul Hankin	SAO
Sue Willmott	Clerical Assistant
Lynn Howell	SEN Admin Officer
Tanim Ahmed	Receptionist/ Admin Officer
Mujibur Rahman	Parent Liaison Officer
Ayesha Taylor	Home Support Worker
Linford Stewert	Cleaner
Miriam Woolgar	Cleaner/ Midday Meals Supervisor

Head Teacher Job Description

Bangabandhu Primary School London Borough Tower Hamlets	
Job Title	Headteacher
Main purpose of the Job	The headteacher will have overall responsibility for the organisation, management, performance and conduct of the school, providing professional leadership and strategic direction to ensure the achievement of the highest possible standards of the school's work.
Key Priorities	<ul style="list-style-type: none"> • To continue to develop a learning environment which sets high expectations and delivers significantly and consistently improving results • To sustain a culture of achievement and strong progress in all year groups • To work collaboratively with other primary schools, secondary schools and the Local Authority.
Duties	The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document, which should be read in conjunction with this document. This job description is based on the National Standards of excellence for headteachers (2015).
Qualities and knowledge	<ol style="list-style-type: none"> 1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve. 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community. 3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them. 4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. 5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context. 6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff	<ol style="list-style-type: none"> 1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes. 2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being. 3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis. 4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. 5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. 6. Hold all staff to account for their professional conduct and practice.
Systems and process	<ol style="list-style-type: none"> 1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. 2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society. 3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice. 4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance. 5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.

	<ol style="list-style-type: none"> Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
The self-improving school system	<ol style="list-style-type: none"> Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
	<p>Additionally, the headteacher will be responsible for:</p>
Rights Respecting School	<p>Lead the school in being a Rights Respecting School under the United Nations Convention on the Rights of the Child (CRC). Ensure these rights are at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between pupils and adults, between adults and between pupils.</p>
Strengthening the community	<ol style="list-style-type: none"> Engage positively with the internal and external school community ensuring that parents and pupils are well informed about the vision and plan for the school to encourage their involvement in driving high achievement for all. Continue to seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.

	<ol style="list-style-type: none"> 3. To promote positive strategies for challenging prejudice and dealing with racial harassment and other discriminatory practices or behaviour. 4. To promote a positive and mutually supportive relationship linking school and home in a working partnership, ensuring parents are fully informed about matters relating to the education of their children.
Safeguarding and promoting the welfare of children	<ol style="list-style-type: none"> 1. To follow all child protection and safeguarding legislation and any policies as adopted by the school and local authority, including Tower Hamlets Prevent Strategy. 2. To be accountable for child protection and ensuring that the welfare and safety of pupils is promoted and safeguarded. 3. To prevent, identify and minimise the risk of interpersonal abuse or violence, safeguarding children, initiating the management of cases involving actual or potential abuse or violence where needed. 4. Be aware of and update staff as appropriate to comply with current legislation and policies on effective practice e.g. Children's Act, National Service Framework, Child Protection Procedures, Health and Safety and Data Protection. 5. Ensure the Governing Body is made aware and kept fully informed of any concerns which s/he may have in relation to safeguarding and/or child protection.

This school is 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.

Person Specification

E/D	Essential/Desirable criteria
Assess	Method of selection (A: Application form; I: Interview; S: Supporting statement)

Criteria		E/D	Assess
Qualifications	Qualified Teacher status	E	A
	Graduate level qualification	E	A
	Completed NPQH (except substantive Headteachers in post before April 2004)	D	A
	Further post-graduate study	D	A
	A record of recent and relevant in-service training	E	A
Experience	Proven successful leadership at senior level in a primary school as a Head Teacher or Deputy Head or equivalent.	E	A
	Experience of working in a number of urban settings, including in good and outstanding schools.	D	A
	Experience of working in a culturally & linguistically diverse community.	D	A, I, S
	Experience of working effectively with the school community and external partners.	E	I, S
	Experience of developing a differentiated and creative curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs.	E	I
Leadership/shaping the future	Ability to innovate and find creative solutions, and to communicate a vision to inspire and motivate all stakeholders.	E	I, S
	Proven track record of the ability to raise significantly the academic and personal achievement of all pupils.	E	I, S
	Evidence of the ability to promote a positive, sensitive and caring ethos and pride in the school and its physical environment together with high standards of achievement and behaviour.	E	I, S
	The ability to set, communicate, encourage, acknowledge and celebrate the attainment of high expectations for all members of the school community, including parents.	E	I
	Excellent interpersonal and communication skills, both oral and written.	E	I, S
Leading Teaching and Learning	Knowledge and understanding of how to raise standards of learning across the school and a proven track record in doing so.	E	I, S

	Excellent knowledge of the current major curriculum issues and recent educational developments and legislative changes, together with their significance for the leadership of a primary school.	E	I, S
	Ability to use, analyse and monitor pupil assessment data to identify needs and trends in order to promote an appropriate level of challenge to all pupils.	E	I, S
	Demonstrate a commitment to providing choice and flexibility in learning to meet the personalised learning needs of every child to ensure that every child achieves her/his best.	E	I, S
	An ability to acknowledge excellence and challenge poor performance across the school.	E	I, S
	A proven commitment to an inclusive education which addresses the needs of all the learners in a diverse community.	E	I, S
	A clear vision for consistent systems and procedures which bring about firm but fair behaviour management.	E	I, S
Managing the Organisation	Knowledge of legal issues relating to managing a school including equal opportunities, race relations, disability, human rights and employment legislation.	E	I, S
	The ability to use performance management and line management to secure accountability and improve performance.	E	I, S
	Proven track record in working collaboratively and building, leading empowering and developing effective teams.	E	I, S
	Evidence of the ability both to delegate and work in collaboration, and to establish robust systems to monitor implementation and impact.	E	I, S
	The ability to prioritise tasks, make informed decisions and implement them in a flexible manner.	E	I, S
	A commitment for ICT that shows a clear understanding of its role within and beyond the classroom and across the wider school environment.	E	I, S
	Experience and understanding of managing finance efficiently in accordance with benchmarking, financial management and best value principles.	D	I, S
	A proactive approach in securing additional funding through a bidding process.	D	I, S

	A commitment to continuing CPD for oneself and for all members of the school community.	E	I, S
	Evidence of a commitment to developing and sustaining a safe, secure and healthy school environment, in accordance with Child Protection and safeguarding legislation.	E	I, S
Strengthening the Community	Proven ability to negotiate and consult effectively with pupils, staff, parents, governors, the LA and the wider community.	E	I, S
	Experience of developing and managing good communication systems, chairing meetings effectively and working in partnership with other agencies.	E	I, S
	A vision for governor, parent and community involvement in the life of the school and a commitment to creating and expanding community and global links.	E	I, S
	A willingness to engage the school community in the systematic and rigorous self and external evaluation of the work of the school, using a wide range of views to better understand the strengths and weaknesses of the school.	E	I, S
	An unwavering commitment to acknowledge, celebrate and foster respect for the richness and diversity of the school's communities.	E	I, S
	Be prepared to make a direct contribution to the broader life of the school and "go the extra mile" with a sense of humour.	E	I, S
<p><i>Appointment to this post is subject to a satisfactory enhanced DBS check</i></p> <p><i>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.</i></p>			