



ALLENBY PRIMARY SCHOOL

WHAT WE DO MATTERS

Headteacher Candidate Brochure



KEY STATISTICS AND FACTS

Type of School	Maintained Primary School, with a 50 place nursery and a special education unit for children with SLD
Denomination	N/A (Multi-faith, multi-cultural)
Location	Southall, Middlesex in the London Borough of Ealing
Age Range	3-11
Co-educational or single Sex:	Co-ed
Number of Children	263
Average class size	29
CVA - Contextual Value Added Score:	99.9%
Number of Teaching Staff	16
% of newly qualified teachers	12.5% = 2 newly qualified teachers
% of Free School Meals	39.8%
% of children with SEN	15.5% mainstream 9 pupils in SLD unit
% English as an additional Language	74.3%
School Awards	UNICEF Rights Respecting Level 2 Award; Sustainable Travel; Healthy Schools London Bronze Award; Every Child a Reader School



WELCOME

Allenby Primary School is a popular oversubscribed small school in Southall. We are a friendly and inclusive school with one class in each year group and a unit for children with severe learning disabilities. Staff deliver imaginative lessons building on the previous knowledge of children and helping them to make links with other subjects. Trips, visitors and after school activities play an important role in enriching learning experiences for children.



SUMMARY OF SPECIAL EDUCATIONAL NEEDS POLICY

Our unit caters for children who have a severe learning difficulty with autism, or developmental delay or communication delay. Staff use PECs, Makaton and TEAACH to support the children's learning. The children are included with the mainstream for lunch, playtimes and some appropriate assemblies and lessons. Mainstream children with special needs work in their own classroom and are supported by the teacher differentiating work; an individual education plan; a skilled SEN co-ordinator and some small group or individual work with a teaching assistant.

We are extremely proud of our resourced provision for children with a severe learning disability. We are the only unit of its type in the London Borough of Ealing. The children have such complex needs that without our unit they would be in special schools. At the end of Y6 the children transfer to local special high schools. The Unit is an integral part in Allenby Primary School.

We believe that every child can have access to the best possible learning opportunities in order to reach their full potential.

MISSION STATEMENT

'Our school is a small, caring community, where individuals are valued and achieve self-esteem through success. Children and adults are encouraged to belong to, learn and develop in an inclusive and positive learning environment. Our actions impact on others - 'what we do matters' - so in learning, attitudes, behaviour and aspirations we strive to make a difference for the better'.



AIMS

Our aims are deliberately broad as governors and staff believe that we must not only take into account our curricular aims, but other areas of school life are equally important, such as: - the learning environment; the behaviour which we expect from children; our expectations of staff; the relationship which we have with parents; the appearance and use of the site; the way we manage our finances and the role of governors.



LEARNING AT ALLENBY

We are always looking for creative ways to encourage learning at Allenby. Children are given many opportunities to go on school trips as well as learn through educational visitors and workshops. We try to make cross-curricular links whenever possible and at times, work across phase groups to make our learning even more fun and collaborative. At Allenby, your child is the most important person to us - we know that they will learn and thrive here!



EXTRA CURRICULAR

At Allenby we aim to provide our children with as many extracurricular opportunities as possible outside of classroom teaching. Allenby staff run a club which are usually sport, music or art and craft based. In addition, in the Autumn and Spring terms we run extra booster clubs for our Year 6 children in the run up to their SATs tests.



PE AND SPORT

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations.



PUPIL VOICE

Allenby Primary School belongs to the children. We feel that the grown-ups listen to us and that we have a say. The School Council, the Learning Council, the Young Interpreters and the Allenby Owls are some of the different groups that contribute to the day to day running of the school. We also have 'Allenby Express', our very own newspaper.

HEADTEACHER - Job Description



Job title	Headteacher
School	Allenby Primary School
Responsible to	The governing body
Responsible for	All staff and pupils within the school
Salary	ISR L16 – L22

Main purposes of the job

- Provide vision, leadership and direction for the school
- Create and maintain a productive, learning environment which is engaging and fulfilling for all pupils
- Develop and maintain effective policies and practices
- Ensure that resources are efficiently and effectively used
- Develop and maintain effective partnerships
- To raise pupils' attainment throughout the school, including those supported with additional funding, through targeted support, focused interventions and ensuring children receive a broad and balanced curriculum
- Be responsible for promoting and safeguarding the welfare of children and young people within the school
- Evaluate school performance and identify priorities for continuous improvement
- To maintain Level 2 Rights Respecting status
- To move the school from "Good" to "Outstanding" so that all children can achieve their potential

Duties and responsibilities

The Headteacher is expected to carry out the duties of this post in line with the remit outlined in the *School Teachers' Pay and Conditions Document* as amended from time to time and in accordance with the NCSL National Standards for Headteachers.

Shaping the future

The Headteacher should be able to demonstrate the ability to develop a shared vision, which inspires and motivates pupils, staff and all other members of the school community. This vision should include core educational values, moral purpose and be inclusive of all stakeholders' beliefs and values.

1. Ensure that the school's vision as a Rights Respecting school, school improvement plan and the self-evaluation process are clearly articulated, shared, understood and acted upon to promote excellence, equality and high expectations for all pupils
2. Ensure monitoring of action plans and other policy developments are effectively implemented
3. Ensure creativity, innovation and the embedding of the International Primary Curriculum (IPC) and Philosophy for Children (P4C) to achieve excellence as identified in the school's improvement plan
4. Ensure that the vision and values of the school are demonstrated in every day work and practice and especially when implementing change and improvements in standards
5. Ensure that a culture of inclusion is promoted within and across the school community where all views are valued and taken account of through motivating and working with others
6. Work with political and financial astuteness, with a clear set of principals centred on school vision, ably translating local and national policy into the school's content.

Leading learning and teaching

To work with the governing body to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement.

1. Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
2. Ensure that learning is at the centre of strategic planning and resource management
3. Establish creative, responsive and effective approaches to learning and teaching
4. Ensure that opportunities are provided for all learners, including those with learning difficulties and disabilities, to progress and develop well
5. Ensure there is a culture and ethos of challenge, support and enjoyment where all pupils can achieve success and are actively engaged in their own learning
6. Demonstrate and articulate high expectations and set stretching targets for the whole school community

7. Implement strategies that secure high standards of behaviour and attendance
8. Determine, organise and implement a diverse, creative curriculum and implement an effective assessment framework
9. Take a strategic role in the development of new and emerging technologies, as identified in the school's improvement plan, to enhance and extend the learning experience of pupils
10. Monitor, evaluate and review classroom practice and promote improvement strategies
11. Challenge underperformance at all levels and ensure effective corrective action and follow-up

Developing self and working with others

1. To promote the Rights Respecting ethos embedded in the School so that the best interests of the child are a top priority in all actions and Level 2 Rights Respecting attitudes are secure across the school. To treat people fairly, equitably and with dignity and respect in order to create and maintain a positive school culture
2. To maintain a collaborative learning culture within the school and actively engage with other schools to develop effective learning communities
3. Develop and maintain effective strategies and procedures for staff induction, professional development and performance review
4. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
5. Acknowledge the responsibilities and celebrate the achievements of individuals and teams
6. Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
7. Regularly review own practice, set personal targets and take responsibility for own personal development
8. Manage own workload and that of others to allow an appropriate work/life balance

Managing the organisation

The Headteacher will lead, motivate, support, challenge and develop staff to secure improvement:

1. Ensure the organisational structure reflects the school's Rights Respecting values and enables the management systems, structures and processes to work effectively in line with legal requirements
2. Ensure that clear, evidence-based improvement plans and policies for the development of the school and its facilities are produced and implemented
3. Ensure that policies and practices take account of national and local circumstances, policies and initiatives
4. Ensure that the school's financial and human resources are managed effectively and efficiently to achieve the school's educational goals and priorities
5. Ensure staff are recruited, retained and deployed appropriately and manage their workload to achieve the vision and goals of the school
6. Implement successful performance management processes with all staff
7. Ensure that the school environment is managed and organised efficiently and effectively to meet the needs of the curriculum and health and safety regulations and conforms with Every Child Matters outcomes
8. Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
9. Use and integrate a range of technologies effectively and efficiently to manage the school particularly as identified in the school's improvement plan
10. Ensure there is effective day-to-day organisation and running of the school

Securing accountability

The Headteacher will be accountable for the efficiency and effectiveness of the school to the Governing Body and others, including pupils, parents, staff, local employers and the community:

1. To be accountable and responsive to the governing body, LA, parents and carers and staff
2. Develop a school ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
3. Develop individual staff accountabilities to ensure roles and responsibilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
4. Work in partnership with the Governing Body (providing information, objective advice, strategic planning and support) to enable it to meet its responsibilities
5. Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
6. Reflect on personal contribution to school achievements and take account of feedback from others
7. Actively seek and act upon feedback from all stakeholders

Strengthening community

1. Promote the school culture and curriculum, to take account of the richness of the school's diverse communities
2. Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment
3. Build links with the wider community locally, nationally and internationally which are integrated with and enhance pupils' learning experiences
4. Build and enhance community-based learning for the benefit of the children
5. Build upon collaboration with other agencies to further enhance provision for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
6. Build upon the effective partnership with parents and carers, staff and governors to support and improve pupils' achievement and personal development
7. Develop further 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
8. Develop and share effective practice, working in partnership with other schools and promoting innovative initiatives

Safeguarding children and safer recruitment

1. Ensure policies and procedures adopted by the governing body are fully implemented, followed by all staff and reviewed annually or as necessary to comply with national and statutory requirements
2. Ensure safer recruitment practices are followed to protect children
3. Co-operate and work with relevant agencies to protect children, ensuring sufficient resources and time are allocated to address identified needs
4. Ensure staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies (eg whistle blowing)

This job description is not a contract of employment, or any part of it. Nothing will be changed without consultation between the postholder and the governing body. This document must not be altered once it has been signed but will be reviewed annually

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1971 [Exemptions] Order 1975, as amended. Candidates are required to give details of any convictions on their Application Form and are expected to disclose such information at the Appointment Interview

Because this post allows substantial access to children, candidates are required to comply with procedures in relation to Police Checks. Prior to taking up the post, the successful candidate will be required to give written permission to the School to ascertain details from the Police regarding any convictions against them and, as appropriate, the nature of such convictions



HEADTEACHER - Person Specification



Applicants will be expected to address all aspects where 'application form' and/or 'application form and interview' is listed - in the right hand column - when completing their supporting statement. All other aspects will be tested as part of the interview/assessment process.

Please write a concise, separate response for each relevant item on the person specification. Your responses should make clear your role, the actions and decisions you took and the outcome or impact of your personal involvement. Please number your supporting statement in line with the criteria on the person specification. Your total response should not be longer than three to four pages.

Essential Requirements

Qualifications

1. Graduate level qualification or equivalent and qualified teacher status (QTS).	Application form
2. Evidence of recent and relevant professional development.	Application form

Experience

1. Evidence of success in a senior leadership role in a primary school with experience of leading the school and successfully delivering against an agreed strategic plan	Application form and interview
2. Evidence of supporting all staff to develop and improve effective learning and teaching across the school.	Application form and interview
3. Successful experience leading aspects of a broad, balanced and differentiated curriculum.	Application form and interview
4. Experience of raising attainment and ensuring good progress across the school including those supported with additional funding	Application form and interview
5. Experience of working in a culturally diverse school	Application form and interview

Professional knowledge

1. Detailed understanding of the changing role of Headteacher including leadership and management and current developments in primary education. This also includes managing change, complex tasks, and developing an organisational structure, which is responsive to the demands of a primary school.	Application form and interview
2. A thorough knowledge of the requirements of the National Curriculum and Every Child Matters, and knowledge of a curriculum of entitlement for all pupils taking account equal opportunities and inclusive education.	Application form and interview
3. Demonstrate an understanding of the application of the new OFSTED framework	Application form and interview
4. Thorough understanding of the Special Needs Code of Practice and its implications for all staff, pupils and their families.	Application form and interview
5. An understanding of the requirements of a Severe Learning Disabilities Unit and its implications for staff, pupils and their families.	Application form and interview
6. An understanding of the role of the governing body and how the Headteacher and governors work together in partnership.	Application form and interview
7. A thorough knowledge and understanding of the school's Rights Respecting ethos	Application form and interview

HEADTEACHER - Person Specification



Professional skills and abilities

1. Ability to work as a strong and effective leader through knowledge and understanding of exemplary teaching practice, teamwork and working within a local community of adults and pupils from a diverse cultural background.	Interview
2. The ability to promote and achieve high standards of learning and attainment across the primary range including the Foundation Stage through an understanding of a range of teaching and learning styles.	Interview
3. The ability to use inter-personal and management skills to provide strong leadership and to promote a clear vision for the school.	Interview
4. Ability to deal successfully with situations that may include conflict resolution.	Interview
5. Ability to analyse data to evaluate performance and plan appropriate courses of action for improvement.	Interview
6. An ability to identify professional development needs of all staff through performance management and support. To support and motivate all colleagues and to arrange appropriate professional development.	Interview
7. Ability to deploy a wide range of strategies for managing pupil behaviour.	Interview
8. Ability to demonstrate competence in finance and resource management.	Interview
9. The knowledge, skills and enthusiasm to promote the use of ICT across the school.	Interview
10. The ability to work and communicate effectively with children, staff, parents, governors, the community and outside agencies.	Interview
11. Evidence of the ability to be creative and innovative in teaching, learning and in leading change.	Interview
12. Evidence of the ability to promote a positive ethos and pride in the school and its physical environment together with high standards of discipline and behaviour.	Interview
13. Ability to demonstrate a commitment to ensuring all pupils have the opportunity to participate in a range of activities.	Interview
14. Ability to work with other schools and community agencies to develop partnerships and learning networks and community processes	Interview
15. Commitment to professional self-development	Interview





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If you would like further information or to arrange a School visit please contact Robert Cattermole at Academicis:

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All applications to be sent to Robert Cattermole
by 12 noon Monday 21st March



Silver Quality
Mark 2013/14



Sustainable Travel
Accredited & Recognised
sustainable level

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