



Headteacher Pack

Harry Gosling Primary School

Fairclough Street, London, E1 1NT

March 2023

'Learning to shine in everything we do'



0207 481 1650

www.harrygoslingprimary.co.uk



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Recruitment Process Details

To start: September 2023

Salary range: L18 – L24 (£75,732 - £86,391)

No of Pupils on Role: 449

Closing date for applications: Monday 20th March 2023

Interview dates: Monday 27th & Tuesday 28th March (candidates will be notified of attendance by 23rd March)

A visit is essential and can be booked by contacting Sima Miah via email at recruitment@harrygosling.towerhamlets.sch.uk or by calling on 0207 481 1650.

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

To apply for this role please complete the **Harry Gosling Primary application form**.

In addition to this 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 Calibri 11 font.**

You are also required to provide a Personal Statement as to why you want to be our new Headteacher and what you think you would bring to the role. Your Personal Statement should be no longer than one A4 sheet in Calibri 11 font.

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

Please return your completed application to andy.best@fsed.co.uk

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 Us

Harry Gosling School is situated in Whitechapel in the London Borough of Tower Hamlets.

Whitechapel is a vibrant, multicultural and creative district in the East End. There are many arts and cultural venues in the area, there is the lively Whitechapel Market, and it's a focal point for Asian food with Brick Lane close by. It's very convenient, a ten-minute walk to the City or Spitalfields. Whitechapel station is on the Tube and Overground network, in Zone 2 and is also a stop on the new Elizabethan Line.

Currently, Harry Gosling has around 450 children attending the school, from the age of three to eleven. The school building is a wonderful mix of new and old. The original building dates from 1910, and our Centenary Building opened in 2010. All children learn in spacious, well-resourced classrooms, and we have a large and exciting outdoor space which provides an exceptional play and learning environment.





Principles and Values – Learning to shine in everything we do

Principles

Every child is entitled to a good education, with equal access to knowledge, skills, opportunities, aspirations, life chances and dignity.

At Harry Gosling Primary School achievement is not just about academic excellence, it's about personal growth too.

It's about how we treat each other, what we value and how we contribute to our surroundings and community.

Vision

- Our school is a happy, safe and enriching place.
- We work hard as a team so everyone can achieve their best.
- Everyone has a voice and is a valued member of our school.
- We respect and celebrate our individuality and treat one another equally.
- We learn in fun and exciting ways to develop our wide interests and talents.
- Excellent relationships between school, families and the community help us to succeed.
- We learn to become responsible citizens and lifelong learners, so we can enjoy happy and successful lives.

Values

Our values at Harry Gosling are **Equality, Excellence, Responsibility** and **Teamwork**. The entire school community has contributed to selecting our values and determining how we demonstrate those values at school.





Curriculum Overview

Vision for Harry Gosling Curriculum

We aim to equip our children with the knowledge and skills to be **motivated, confident and successful global citizens**, and leave Harry Gosling ready to be a **force for good** and to make a **positive contribution to the world**. We all share our school motto: **‘Learning to shine in everything we do.’**

The Features of the Harry Gosling Curriculum

Skills based and knowledge rich

Helps build the children’s cultural capital

Inspirational and relevant

Nurtures curiosity, creativity and critical thinking

Experience focused

Strengthens children’s understanding of our four core values



Curriculum Intent

Our curriculum is ambitious and rigorous, ensuring that children’s knowledge and skills build as they progress through the school, and prepares them for their secondary curriculum. It is rooted in the principles of cognitive science. The curriculum is a series of carefully mapped sequences of learning, and pedagogical approaches within lessons echo these principles. The curriculum is structured through 6 ‘strands.’ Each strand has been developed to ensure that our curriculum is meaningful and relevant for our children and community. Within each strand the curriculum is mapped into ‘topic- based’ units, with clear links made between all disciplines of the National Curriculum. Units are organised and explored through umbrella ‘big questions.’ We take account of our children’s academic, social and economic starting points. It is a priority at Harry Gosling that children’s self-confidence, social skills and social and cultural capital are promoted. The curriculum builds children’s knowledge as well as supporting their personal, moral, emotional and social development. Careful selection of units and themes promotes children’s understanding of a range of interesting topics based in the UK and around the world. Learning is enriched through trips and working with ‘experts’ such as local artists and visiting musicians.

Our curriculum is structured around the following 6 strands:

Identity and Belonging	Rights and Responsibilities	Changing Britain	The Wider World	Our Wonderful Planet	Innovation and Creativity
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More details can be found on our website under the ‘Curriculum’ tab.



Enrichment including after school clubs

The school places high importance on enhancing its curriculum through trips and visits in London and beyond; for example, Year 5 children participate in an annual 'Challenge Week', and Year 6 pupils take part in a 4 day residential trip to Norfolk. Visitors are also welcomed in school, and curriculum units are brought to life through workshops with external providers, such as dance workshops, 'History off the Page' and 'Stamped Arts'. The school has earned several awards, such as 'Artsmark', which acknowledge the school's rich curriculum offer.

The school also offers a series of after school sports clubs with its sports coach, and guitar tuition with a tutor from THAMES (Tower Hamlets Music Service).

Inclusion

Harry Gosling Primary School is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

We know that all children learn and develop in different ways and at different rates. At Harry Gosling, lessons are differentiated so that the learning needs of all the children in the class are taken into account. Some children in our school have additional or 'special educational needs' (SEN). Among these children, some may just need a short period of extra help to help them overcome a particular barrier in their learning. At other times a child may need a more prolonged period of extra support.

The school's full policies and procedures can be found on our website.



School Council

Every year, during the Autumn Term, we hold elections for our school council. Candidates from Years 2-6 make speeches outlining why they would make a good school councillor and how they would like to improve the school. Then one boy and one girl from each class is democratically elected to represent the pupils in that class. Our school council meets fortnightly to discuss and plan how they can be a force for good in our school and community. You will see them around the school running charity events such as Children in Need and listening carefully to feedback from their peers.

Safeguarding

Children's safety and well-being is paramount and safeguarding is at the heart of all that we do at Harry Gosling. There is a strong culture of safeguarding in the school. The school works closely with external services to provide the best possible support to families. The school has a Lead Designated Safeguarding Lead (DSL) and three deputy DSLs.

Partnership Working

At Harry Gosling we work with a range of partners to improve the outcomes for our pupils. Here are a few of our partnerships:

Peer Review and THEP

We are members of the Tower Hamlets Education Partnership (THEP). As a school, this gives us the opportunity to network with other schools. Through the partnership we are taking part in a Peer Review project. Through the project, we will be observing in other schools to identify strengths, share ideas and develop practice.

The Stepney Partnership

We are members of the Stepney Partnership. This gives us the opportunity to work within a network of other schools within the Stepney area. The partnership will give us opportunity to share good practice and develop middle leaders. You can visit their website [here](#).

London-Exeter Partnership

We are the lead school in the London-Exeter Partnership, which links a number of local schools and Exeter University. We are delighted to offer the School Direct teacher training route in partnership with the University of Exeter. You can find more information [here](#).

University Partnerships

We have links with Lincoln College, University of Oxford. We offer pupils in year six the opportunity to visit these universities with their parents to find out more about life at university and to raise their aspirations.



Business Partners

We work with a range of local businesses to improve the outcomes for our pupils. Business partners visit the school every week to offer 1:1 support to pupils in reading or maths and we have seen improved outcomes for the pupils involved in this. We have also identified opportunities for visits to local work places so that pupils can broaden their horizons by meeting people who work in a range of jobs. We have also held a careers day during which many of our business partners came in to school to talk to pupils about their job.

Pupil Outcomes

The most recent KS2 data that was published by the government was for the academic year 2018-19. Last year, statutory assessments returned for the first time since the disruption from the COVID-19 pandemic. The assessments were not adapted and we are very proud of our children's achievements.



Harry Gosling School



2022 Outcomes

<u>Early Years – Good Level of Development</u>		
	School	National
% achieving	62%	65%

<u>Phonics</u>		
	School	National
Y1 % passing check	61%	75.5%
Y2 % passing re-take	77%	

<u>Key Stage 1</u>				
Subject	% achieving expected standard: school	% achieving expected standard: national	% achieving highly: school	% achieving highly: national
Reading	41%	66.9%	13%	18%
Writing	39%	57.6%	7%	8%
Mathematics	52%	67.7%	18%	15.1%
Combined	29%	53.4%	5%	5.9%
Science	77%	75%		

<u>Key Stage 2</u>						
Subject	% achieving expected standard: school	% achieving expected standard: national	% achieving highly: school	% achieving highly: national	Average scaled score: school	Average scaled score: national
Reading	80%	74%	34%	27.8%	106	105
GPS	90%	72%	32%	28.3%	107	105
Mathematics	72%	71%	22%	22.5%	104	104
Writing	68%	69%	10%	12.8%		
Science	67%	79%	NA			
Combined	56%	59%	6%	7.2%		



Ofsted

Harry Gosling Primary School was inspected by Ofsted in February 2023, just before half term. It was a very positive experience and the outcome was as the school expected. The report will not be formally published until late March/early April as is Ofsted's practice. The school previously inspected in October 2017 when it remained 'good'. The report highlighted many of the strengths which makes Harry Gosling a wonderful school.

School Development Plan

At Harry Gosling Primary School, we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. We are an inclusive learning community that is forward thinking, innovative and confident and committed to ensuring that all of the children in our care are happy, enthusiastic and purposeful learners.

This year, 2022-2023, our theme is 'Brilliant at the basics!'

Our core areas for improvement are:

- To bring attainment outcomes in line with or better than national age-related expectations, and reduce the gaps between groups of pupils
- To refine our pedagogical approaches to enable every child to make excellent progress
- To continue to refine our practice to support the lowest 20% of learners and those pupils with the most complex needs
- To develop our assessment and tracking of pupils' attainment and achievement
- To continue to refine our aspirational and tailored whole school curriculum and support pupils' well-being and character development (a 'force for good')
- To continue 'planning for behaviour', ensuring that behaviour is managed consistently well by everyone across the school and school day
- To continue to develop our partnership with families through even better communication and involving parents in their child's learning

Financial Statement

The school's resources are well-managed and the school has a stable financial position.

Premises

The school has well-maintained premises and offers attractive and well-resourced learning environments both indoors and out



Governors

Name	Governor Type
Abul Hussain	Co-opted Governor
Jennie Bird	Executive Head Teacher
Leakath Ali	Co-opted Governor
Shafi Uddin Ahmed	Co-opted Governor
Oliver Watts	Co-opted Governor
Nazmul Ahmed	Parent Governor
Robert McQuillan	Staff Governor
Tat-Seng Chiam	Local Authority Governor
Morenibayo Bankole	Co-opted Governor
Elizabeth Willis	Associate Staff Governor
Hasna Khanom	Parent Governor
Manisha Ghosh	Co-opted Governor
Alexander Atheinitis	Co-opted Governor
Tamanna Khatun	Staff Governor



Staffing Team

We have a large staff. Every member of staff is committed to offering a high standard of care and high quality experiences for all children. All staff share high expectations of the children and themselves, and aim to be excellent role models. Staff continuously seek ways of improving their professional skills and understanding through continued professional development both in school and through external training provider.

Our group of curriculum leaders provide sound middle leadership of the school, and are instrumental in developing our curriculum and quality assuring its implementation and impact.

There is also a strong Senior Leadership Team, consisting of (from April):

Head Teacher – Jennie Bird

Deputy Head – Elizabeth Willis

Assistant Head (EYFS) – Jo Smith

Assistant Head (Phase 2) – Ashley Graham

Assistant Head (Phase 3) – Miriam Wolfe



Headteacher Job Description

Salary: L18 – L24 (£75,732 - £86,391)

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 Governing Body and 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 across the school community and a safe, orderly and inclusive 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
- play an active role in the LBTH headteacher and school leadership community

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

Overarching

- Undertake any other duties commensurate with the level of the post, as required by the school, the governing body or the local authority.

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

Harry Gosling Primary 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/Assistant 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 working across the primary age range (EYFS, KS1 & KS2)	D
	Played an active role on local authority steering groups, advisory boards, or equivalent	D
	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
	A commitment to lead the school on its journey to reduce the environmental impact of the school, and achieve the target of zero non-recycled waste and net energy zero carbon for the school by 2026.	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 schools 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.