



# Headteacher Appointment

## *Candidate Information Pack*

Closing Date for Applications: **Wednesday 8<sup>th</sup> March 2023 (midday)**

To arrange a visit, please e-mail:

[admin.redbridgeprimary@redbridge.gov.uk](mailto:admin.redbridgeprimary@redbridge.gov.uk)

LONDON BOROUGH OF REDBRIDGE



*Resilience | Excellence | Determination*

**Headteacher: Mr Steve Davies**  
**Deputy Headteachers: Mrs Kirstie Southall | Mrs Rachel Targett-Adams |**

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College Gardens, Redbridge, IG4 5HW T 0208 551 7429

February 2023

Dear Applicant,

Thank you for your interest in considering applying for the post of Headteacher.

The Governors are seeking to appoint an ambitious Headteacher (or an aspiring Headteacher with a proven outstanding track record) to inspire and lead our committed school community.

The school's current Headteacher is retiring at the end of the Summer Term, having been at the helm for the last 4 years.

The Governors are ambitious, enthusiastic and keen to see the school, its staff and pupils, continue to flourish.

It is a large, 4 forms of entry school, with over 800 pupils who are eager to learn and experience all that the primary curriculum has to offer.

A new Alternative Resource Provision (ARP) for up to 28 children with Social and Communication Needs is due to be built during the summer and is scheduled to open in September 2023.

I would encourage you to visit the school, meet the senior team, view its many facilities and, of course, meet some of our pupils and imagine what you could achieve here, given the opportunity!

Pre-application visits can be arranged (by appointment) on Tuesdays, Thursdays or Fridays during the weeks commencing Mondays 20<sup>th</sup> and 27<sup>th</sup> February 2023. The closing date for applications is Wednesday 8<sup>th</sup> March 2023 (midday).

The Selection Panel will meet on Monday 13<sup>th</sup> March 2023 to decide which candidates to call for a 'Tasks Day' on Wednesday 22<sup>nd</sup> March 2023, with final interviews taking place on the afternoon of Thursday 23<sup>rd</sup> March 2023.

I look forward to receiving your application.

Yours sincerely,

**David Backhouse MBE**  
Chair of Governors  
National Leader of Governance 2012 – 21



# School Information

## Vision and Values

Our vision at Redbridge is for a school where all children feel welcomed, valued, safe and cherished. We are a school where:

- **Children's talents are nurtured**
- **their skills are honed and**
- **their all-round education is our highest priority**

We believe it is not just our job, but our mission to ensure that:

- **Talent is spotted early in all its forms,**
- **knowledge is developed over time and that through a deeply held set of shared values, children see themselves as the adults of the future.**
- **The children are equipped with the social skills and emotional intelligence to make the world a better place for themselves and others as they grow into it.**

expected to follow and espouse this vision and all the adults who choose to send their children here must support this vision, as together we will make this dream a true reality.

**For we, the adults of the school are the true custodians of all their futures.**

We are never afraid to self-reflect and to seek new ways of working, to do what it takes to help our children succeed.

We value the rich diversity of our community and seek to include all through strong partnerships.

We also recognise the positive contribution by all our pupils, parents and other community partners.



# Our 5 Values

Our school is a place where all members of our school community will:

- \* Feel *respected* and inspired, empowering us to achieve in a variety of ways.
- \* Feel nurtured and cared for as individuals and valued for our contributions and achievements.
- \* Have confidence and access to explore new challenges with *resilience* and perseverance.
- \* Treat all members of our community with kindness and nurture positive *friendships*.
- \* Ensure all members of the community leave our school as confident, independent, happy learners, with a *positive* sense of self.
- \* Be *honest*, speaking and acting truthfully and taking responsibility for our choices.

**R**espect

**E**xcellence

**D**etermination

## About our School

Redbridge Primary School is a 4 forms of entry school. It also has a nursery which takes up to 39 pupils each morning and afternoon session.

A key strength of the school is its staff, who are passionate and committed to the task of ensuring each and every pupil succeeds and is more than just 'secondary ready'.

Key Stage 1 pupils all have external patio areas leading on to the school field.

Key Stage 2 pupils are located in the older part of the building dating from 1937 and also on the top floor of the newest part of the school.

The new building links three older buildings and provides several additional classrooms as well as a library and extra space in the school dining hall. There are two large halls available for sports and assemblies (one with a stage for performances) and a third hall used for dining.

An area known as the 'quad' has recently been cleared of a somewhat derelict small swimming pool to make way for the new Alternative Resource Provision (ARP) for children with Social and Communication Needs which will be built in the summer and planned to open in September 2023, initially with up to 4 children. It will then grow year on year with a planned capacity of 28 pupils across all seven year groups.

In addition, unlike most primaries in and around London, the school has some 2 acres of playing fields as well as 2 playgrounds! All of these facilities have potential for further development to provide an even richer curriculum.

All classrooms are well-resourced and have high quality ICT resources such as interactive whiteboards, iPads, Multi Surfaces PRO and digital cameras and an ICT suite for pupils.

## British Values

The DfE has published guidance to schools on promoting British Values to prepare young people for life in modern Britain.

The school takes this responsibility very seriously and actively promotes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs. These concepts are explored through the curriculum and in all subjects, but in Religious Education, PSHE and Citizenship in particular, where children can deepen their understanding.

The school makes great efforts to ensure its children are exposed to a wide range of experiences beyond their own community, e.g. through visits to London and elsewhere.

## Governance

The school has a strong, committed group of Governors with a keen desire to bring about further improvements through their 'support' and 'challenge' of the Senior Leadership Team. In November 2018, Ofsted judged the school's governance as follows:

*'The new governing body has wasted no time in setting out its ambition for the school and organising its work systematically. Members possess a vast array of experience and skill which they are using well to challenge and support leaders. Their visits to the school have a sharp focus and result in written records which show the positive influence of governors' challenge on driving improvement.'*



## **Job Description**

**Job Title: Headteacher**

**Start date: 1<sup>st</sup> September 2023**

## **Core Purpose:**

- To provide inspirational and strong leadership to create a culture of excellence, leading to outstanding outcomes for all pupils;
- To promote high levels of progress and attainment within an inclusive, caring and safe environment to lead this successful school on its journey of further improvement;
- To raise the quality of teaching and learning in order to ensure every pupil achieves their full potential and becomes 'secondary ready';
- To create and promote positive strategies to ensure pupils embrace diversity and are fully integrated into the wider community;
- To ensure the school is compliant at all times in fulfilling its responsibilities as set out in the relevant legislation and other statutory guidance, e.g. Keeping Children Safe in Education;
- To encourage and support the career development of all members of staff;
- To ensure all staff, governors and volunteers, are appropriately trained and fully aware of their responsibilities for the safeguarding and protection of pupils;
- To ensure the school is compliant at all times with its statutory duties with regard to the education and well-being of pupils who have Special Educational Needs and/or Disability (SEND) and Children Looked After;
- To carry out the duties and responsibilities of a Headteacher as set out in the School Teachers' Pay and Conditions Document (STPCD).

## **Characteristics, as set out in the National Standards of Excellence for Headteachers:**

### **Qualities and Knowledge:**

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;
7. Ensure that roles at all levels are clearly defined with appropriate performance management systems in place and applied fairly.

## **Pupils and Staff**

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. Create a consistent culture of monitoring and review of pupil's progress and achievement;
4. 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;
5. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other;
6. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning;
7. Hold all staff to account for their professional conduct and practice;
8. Ensure parents/carers have a good knowledge and understanding of the curriculum and the school in order for them to support their children's learning and progress.

## **Systems and Processes**

1. Ensure that the school's system, 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 and use systems for tracking pupil achievement and use them to target under-performance to identify gaps in the curriculum and priorities for improvement. Enable consistent and school-wide focus on pupil achievement using data and benchmarks to monitor progress in every child's learning;
4. Establish and use a framework for formative and summative assessment and secure accurate teacher assessment;
5. 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;
6. Ensure that the Performance Management process is applied consistently, fairly and rigorously at all levels;
7. 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;

8. Provide the governing board with accurate and objective statistical and other relevant information relating to the progress and achievement of pupils and the wider educational community;
9. 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;
10. Improving the quality of education and ensuring best value;
11. 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;
12. Ensure the school continues to be compliant with its policies and that its procedures are applied fairly and consistently.

### **Self-Improving School System**

1. Create an outward facing school which works with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils;
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils;
3. 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;
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff;
5. Model entrepreneurial; and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability;
6. Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.



# Person Specification For Appointment of Headteacher For September 2023

**Method of Assessment:** A = Application Form; I = Interview and T = Test

**Weighting key:** 3 = most important; 1 = least important

	A, I & T	Rating
<b>Qualifications and Experience:</b>		
The successful candidate will:		
1. be educated to degree level and hold Qualified Teacher Status.	A	3
2. provide evidence of a higher qualification in leadership (NPQH or equivalent) or substantial leadership experience.	A	3
3. have significant and successful leadership experience in diverse and large primary school setting(s).	A	3
4. be able to demonstrate evidence of continuing professional development as preparation for this post.	A	3

<p><b>Embody the characteristics, as set out in the National Standards of Excellence for Headteachers with regard to their qualities and knowledge, as follows:</b></p>		
<p>8. hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve;</p>	A & I	3
<p>9. have a clear understanding of statutory duties and procedures with regard to safeguarding.</p>	A, I & T	3
<p>10. demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.</p>	A & I	3
<p>11. sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue continuous professional development.</p>	A	3
<p>12. 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.</p>	A	3
<p>13. communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.</p>	A	3
<p>14. lead by example – with integrity, creativity, resilience and clarity – drawing on their own scholarship, expertise and skills and that of those around them.</p>	A & I	3
<p><b>Be able to provide evidence of experience and training as follows:</b></p>		
<p>1. successful teaching experience across the primary age range for pupils of all abilities, including those with SEN.</p>	A	3
<p>2. experience in the use and development of all forms of pupil assessment, including monitoring, tracking, data analysis and formative assessment in order to set challenging but achievable targets, monitor pupil progress and raise standards.</p>	A	3
<p>3. experience of using performance management as a tool to improve the effectiveness of teaching and raise standards.</p>	A & I	3
<p>4. experience of managing and resolving parental complaints.</p>	A & I	2
<p>5. wide and current knowledge of the national agenda for schools, particularly with regard to school funding and structures</p>	A & I	2
<p>6. a sound knowledge of school finances and effective management of school budgets for the benefit of all pupils.</p>	A & I	3
<p>7. an ability to communicate effectively and transparently high quality information to the Governing Body, including school performance data, so that Governors are effective in providing a balance of challenge and support and hold the school's leaders to account.</p>	A & I	3

8. a thorough knowledge of the national curriculum, the latest statutory assessment framework and current Ofsted framework.	A	2
9. the ability to provide inspirational and strategic leadership and articulate the same to the wider school community.	A & I	3
10. excellent oral and written communication skills and the ability to produce and present information for a wide variety of audiences.	A & T	3
11. an ability to promote positive behaviour for learning and ensure that effective programmes for pupil behaviour, guidance, support and welfare are in place.	A & I	3
12. Knowledge of how to promote cultural diversity and embed British Values in the whole school community.	A & I	3
<b>Be able to demonstrate personal qualities as follows:</b>		
1 a passion for working with children in a school environment with an enthusiasm for teaching and learning and an ability to motivate pupils, staff and governors and lead by example.	A & I	3
2 an understanding of what constitutes high quality teaching and learning and how children learn.	A, I & T	3
3 the capacity to be critically reflective and evaluative in order to identify accurately and candidly strengths and priorities for development.	A & I	3
4 a strong leader with a clear vision who is able to establish and share priorities and identify strategies for achieving success.	A & I	3