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Shortlisting date: 12th march
Interview dates: 15th/16th March
Closing date: 5th march

Headteacher, George Tomlinson Primary School

George Tomlinson Primary School is looking to appoint an inspirational and passionate Headteacher to build on the strengths of the school and ensure that we continue to achieve the best outcomes for every child going forward. Drawing on the expertise of all our community members, you will take responsibility for the day-to-day operations at the school, leading the school's staff to 'Outstanding'. We are seeking an outward-looking leader who will continue to promote innovation and a progressive approach to teaching and learning. The postholder will be a dynamic, personable senior leader, committed to continuing George Tomlinson's exciting journey as the school evolves and develops.

About us:

George Tomlinson is a lively, diverse and happy community school with the highest expectations of all of its members. We believe that everyone is a learner; staff, pupils, governors, parents, carers and visitors and that learning continues beyond the classroom and indeed beyond the school gates.

Here at George Tomlinson, we believe that every child is an important member of our community and should be encouraged and challenged to achieve their full potential. We have a progressive, modern curriculum built with our children in mind. We believe in learning through play and experiences, as well as developing children's talents across the curriculum, with creativity at the heart of what we do.

We recognise the challenges faced by parents and carers and we offer support with care beyond the school day. We run a Breakfast Club and an After School Club as well as many extracurricular activities. We aim for each child to develop the skills they need to take their place in the wider community and hope that by the time they leave us, each child will have developed the skills and self-confidence they need to be happy and live fulfilling lives.

We are a 2 and 3-form entry school. We have a popular Nursery and admit eligible 2 and 3 year olds. We have a supportive and dynamic staff who live by our ethos and vision in all they do. The SLT and middle leadership team are passionate and experienced; they support the Headteacher to lead from the front.

For more information about the role, or an informal discussion, please contact Tom Nutley at TES (Recruitment Consultant): tom.nutley@tes.com or 0776 700 1965

About you:

- be passionate about children's learning and keen to see all children inspired to succeed
- have vision, commitment and high expectations, leading by example
- be passionate about achievement for all learners; ensuring that the full curriculum is used to challenge and motivate success
- be outstanding at motivating and managing staff and creating links with the local community
- enjoy shaping and delivering a broad, balanced, innovative and creative curriculum
- have an understanding of financial planning and strategic vision.

In short, our school is looking for a dynamic, personable leader to continue this community school's exciting journey as it evolves and develops.

We look forward to meeting you!

The Governing Body is committed to safeguarding and promoting the welfare of young people and expects all staff to share that commitment. This appointment is subject to an enhanced DBS check and strong references.

Letter from the Headteacher

Dear Candidate,

Thank you for your interest in George Tomlinson Primary School.

George Tomlinson is a very special place. The ethos of the school is strong, tangible and is shared by the staff team, governors and parents alike. Our school cares not just about pupils' academic successes but about the whole child. We nurture pupils and ensure they have excellent wellbeing and every opportunity to experience the full creative and broad curriculum we offer so that they leave school full of self-confidence and with a range of skills of talents under their belt.

Since the SLT and I came into post in 2016 we have made rapid but sustainable changes to the school. We succeeded in securing a Good from Ofsted which reflected the changes we had made, however we are far further down the line from then and before COVID disrupted the academic year we were firmly set on reaching an outstanding in our next inspection.

The curriculum at GT is progressive, engaging and the staff enjoy delivering it. In Early Years we use In the Moment Planning which follows the play-based approach to learning. Children respond incredibly well to it as do our families and this is reflected in the huge progress pupils make in Reception. We follow this on into Year 1 which allows children to develop and deepen their understanding and skills as well as grow in confidence and social skills. The principles of this approach are reflected in the use of Project Based Learning in Years 2-6. Through this children are given the freedom to lead their learning and develop their skills of research, collaboration and presentation. These real-life skills are built upon as they move up the school.



Behaviour at GT is outstanding. Children love coming to school, as reflected by our above national attendance figures and they are engaged and happy in class. The relationships they have with their teachers enable them to be nurtured to be their very best and reach their potential. Staff are incredibly astute at identifying barriers individual children have and are well supported to creatively find ways to remove them.

Our school benefits from having lots of outdoor space. We have sole use of a field on Vernon Road which we have developed to be a safe, usable space. We have two large playgrounds, one of which (the KS1 space) has an Edible Playground which was developed through a grant from Trees for Cities two years ago. Year groups plant and nurture their own fruits and vegetables there and enjoy the pond and caring for the hens!

We benefit from the support of a counselling service called Place 2 Be who work with us each week and support children, families and staff. We are also lucky to have a Family Support Worker who works to identify families in need and support individuals where necessary. She helps run our school Food Bank which we set up two years ago and which has become a great source of genuine support to families in crisis.

Many of our families struggle for various reasons and the support of our school community is a lifeline to them. Language is a barrier for many, as it is in most London schools and so finding creative, helpful ways to engage these parents is important. We also have a lot of very involved and eager parents lower down the school who have moved into the area in the last couple of years and bring a different dimension to the community.

Our staff are amazing. They support the ethos of the school brilliantly and are a pleasure to work alongside. They understand the school's values and live them every day. They put children at the centre of all they do and have taken on the training, changes and new expectations of the last five years in their stride and with great enthusiasm.

The SLT are incredibly capable, passionate, experienced and driven. They are an amazing support system and are able to create strategic ideas, vision and implement changes with ease. They are highly skilled in their field and are an asset to the school. You will be very well supported by them.

The Governors are supportive, knowledgeable and care that the pupils get the very best opportunities they can. They take the time to help you and are passionate about their roles.

Finally, I can tell you that the pupils at GT are incredible. They love school and love learning. They are a total pleasure to be around and it is an honour to lead their school.

You would be joining a fully functioning school on the road to outstanding. The changes made have been implemented and embedded well and the school runs with ease. The financial constraints need to be faced head-on but the Governors and LA can support with this. After this period of instability due to COVID, the school needs a stable pair of hands and to get back into the normal routines we all so desperately crave.

I look forward to meeting you and will happily show you around and answer any questions you may have about the role.

Good luck!

Yours faithfully,
Verity Carter

Headteacher

Letter from the Chair of Governors

Dear Candidate,

Thank you for your interest in considering an application for the post of Headteacher at George Tomlinson Primary Schools.

After 5 years in post, our current Headteacher, Verity Carter, has unfortunately resigned in order to relocate to Scotland. During her excellent leadership of the school, we have been judged as good by Ofsted in 2018; doubled the KS2 SATs combined results and brought end of key stage data to national levels/ brought in a progressive and creative curriculum, leaving the school in a strong position.

This is an important moment in the life of the school, its staff and children, as well as parents and the wider community. The Governing Body is ambitious for the school to continue this journey towards outstanding and is committed to seeing its children and staff continue to flourish. We are also very aware that there will be a need to monitor and support the wellbeing of both the children and the staff after an extended period of disruption to learning, and to life in general, during the current pandemic.

Whilst as a Governing Body we are sad to see Verity move on we are excited to be seeking her successor that will take George Tomlinson on the next step of its journey. You will be an outstanding leader with personal qualities to inspire and have the experience that enables you to build on the significant developments to date, but also have a determination to bring your leadership expertise to work with and lead the wider school community.

Our school is a happy and inclusive place where everyone is valued and encouraged to excel. We are fortunate to be situated in a vibrant, diverse area of London, close to Leytonstone underground station. We have wonderful, enthusiastic children and a dedicated team of staff, governors and parents.

I would encourage you to visit our school, where you will receive a warm welcome and have the opportunity to experience for yourself its facilities and unique character. Visits can be arranged by contacting Tanya.Henry@georgetomlinson.waltham.sch.uk who will arrange an appointment with the Headteacher.

The recruitment panel will be meeting on date to assess applications and decide which applicants to interview. The panel will shortlist candidates after the first day and make a decision on the appointment at the end of day two.

I hope you will decide to apply for the post of Headteacher at George Tomlinson Primary School and wish you every success with your application. Please note that the application process includes writing a short essay on the subject set out in the candidate information pack.

Yours faithfully,
Debbie Strowbridge

Chair of Governors
National Leader of Governance



Job Description

The headteacher will be responsible to the governing body for the leadership of the school and will be responsible for the strategic leadership of the school

The post will be performed in accordance with the provisions of the School Teachers' Pay and Conditions document and within the range of the teachers' duties set out in that document

Purpose of the Role

- To provide vision and inspirational leadership of the school.
- To provide day to day organisation and management of the school.
- To work with the governing body and staff to develop and implement the school's strategic development plan.
- To lead by example and model best practice regarding professional conduct, work-life balance and personal development.
- To ensure high quality education across all age groups and abilities in order to ensure that all children achieve their full potential and to secure excellent outcomes for all pupils.
- To be a role model for all in our community and take an active part in the development of local and national initiatives.

Ethos

To maintain and develop the current ethos of the school by:

- Building positive relationships with all members of the school community.
- Delivering a broad, balanced and creative education.
- Providing a safe, calm and well-ordered environment for all pupils and staff, focusing on safeguarding pupils and maintaining exemplary behaviour.
- Demanding ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.
- Respecting equality and celebrating diversity in all aspects of school life.
- Motivating staff and supporting them to develop their skills and knowledge.

Leadership, Management and Accountability

- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing an excellent education for all pupils.
- Lead and manage teaching and support staff, holding them to account for their professional conduct and practice.

- Lead and monitor progress towards the achievement of the school's aims and objectives.
- Ensure that the school's systems organisation and processes are well considered, efficient and fit for purposes.
- Enable all children to maximise achievement and minimise all forms of educational disadvantage.
- Work with political and financial astuteness, translating policy into the school's context.
- Identify emerging talents, coaching current and aspiring leaders.

Teaching Learning and Curriculum

- Ensure excellent teaching in the school through a system of monitoring, appraisal, training and development.
- Continuing implementing systems for managing the performance of all staff and addressing any underperformance and supporting staff to improve.
- Encourage the development of confident independent learners across the school.
- Ensure that all children receive an excellent quality education tailored to their individual needs and abilities.
- Ensure that pupil achievement and progress are tracked, monitored and evaluated in a robust and rigorous manner and that this information is used to improve outcomes.
- Deliver the requirements of the EYFS and National Curriculum encouraging independent best practice to ensure Outstanding outcomes.
- Work with staff and parents/carers to ensure that all children have access to extracurricular opportunities and other educational and social experiences.
- Ensure effective support and challenge for all children, so that there is continuous improvement.
- Continue to develop, assess, monitor and improve remote and blended learning, taking into account independent best practice evidence.

Strategic Direction and Development

- Work collaboratively with the staff and the governing body to shape the strategic direction of the school.
- Ensure that all policies and procedures meet statutory requirements and are monitored and reviewed regularly.
- Respond, manage and report to governors on, safeguarding, bullying, exclusions, attendance, health and safety and racial incidents.
- Manage change in response to any developments in the political and educational landscape.
- Develop effective relationships with fellow professionals.

Safeguarding, Equal Opportunities and Diversity

- To be the DSL (Designated Safeguarding Lead).
- Maintain an environment for equal opportunities for all and ensure the value of diversity is understood by all, visible and part of the everyday life of the school and wider curriculum.
- Encourage personal and social responsibility and ensure that British values are understood.
- Identify and monitor the progress of vulnerable individuals or groups and to implement such interventions as may be effective to support them including the use of Pupil Premium and SEND funding.

Parents, Carers and the Wider Community

- Create and maintain an effective partnership with parents/carers to support and improve children's achievement and personal development.
- Ensure that the school engages and communicates with the parents/carers in order to provide them necessary information and to encourage their involvement in the life of the school and education of their children.
- Encourage and support the school's engagement with the wider community in order to promote a positive image of the school and to identify potential opportunities.

The contents of this job description may be amended at any time following discussions between the Governing Body and the Headteacher and will be reviewed annually.



Person Specification

	CRITERIA	E/D	Assess
Qualifications	Graduate level qualification	E	A
	Completed NPQH	E	A
	Further post graduate study	D	A
	A record of recent and relevant training	E	A
Experience	Proven successful leadership at senior level in a primary school as a headteacher or deputy head	E	A
	Experience in working in a number of urban settings, including in a good and outstanding schools	D	A
	Experience in working in a culturally and linguistically diverse community	D	A, I, S
	Evidence of successfully implementing a whole school improvement plan or areas of key priorities	E	I, S
	Experience of managing a team and maintaining effective relationships with the school community including the governing body, local authority and external agencies	E	A, I
Leadership/ Shaping the future	Ability to innovate and find creative solutions, and communicate a vision to inspire and motivate stakeholders	E	I
	To continue to review and develop our remote learning offer in line with government and Local Authority guidance		
	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 with parents	E	I
	Excellent interpersonal and communication skills, both oral and written	E	I, S

Leading Teaching & Learning	Knowledge and understanding of how to raise standards of learning across the school and a proven track record of doing so.	E	I, S
	Excellent knowledge of the current major curriculum issues and recent educational developments/research (eg. metacognitive learning) and legislative changes, together with their significance for the leadership of a primary school. Experience and/or knowledge of 'In the Moment Planning' and project-based learning, both of which are integral to our current curriculum delivery model."	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
	Ability to use educational data to develop teaching interventions in order to improve attainment and progress and close gaps for all children	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 their very 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 commitment in developing the whole child through provision of a diverse range of enrichment opportunities	E	I, S
Managing the Organisation	Knowledge of human resources management and employment legislation	E	I
	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 leading, empowering and building 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 vision 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 and budgets 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 a safe, secure and healthy school environment in accordance with Keeping Children Safe in Education and related legislation and guidance regarding Child Protection and safeguarding	E	A, I
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 qualitative and assessment data 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
	Prepared to make a direct contribution to the broader life of the school and "go the extra mile"	E	I, S

Criteria

E - Essential D - Desirable A - Application I - Interview S - Supporting statement

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.



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