



Christ Church (Brondesbury) C of E Primary School Headteacher Application Pack



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Letter from the Chair of Governors

Dear Applicant,

Thank you for your interest in applying for the post of Headteacher at Christ Church Brondesbury, (C of E) Primary School. I hope you find the enclosed information about our school and community helpful.

Our current Headteacher has announced her decision to retire next term after five very successful years at Christ Church. Under her strong and dedicated leadership, the school moved from 'requires improvement' to 'good' in our most recent Ofsted in 2014 and achieved 'outstanding' in our last SIAMS report. She has built a team of highly supportive staff who share the commitment to ensure that every child in the school is valued and is encouraged to achieve his or her personal best and she has strengthened links with and support from parents and the wider community.

The Governing Body now seeks to appoint an inspirational and motivated leader who will have the vision and determination to build on that success and take us further towards excellence, while bringing a fresh perspective to the school. There are, of course, still challenges to be faced as the educational landscape continues to change and we therefore seek to appoint someone who will not be afraid to make tough decisions or look for new solutions and opportunities to ensure that our school continues to thrive and provide the highest quality of education for its pupils.

The Governing Body has a good balance of skills and constantly seeks to develop itself to provide effective challenge and support to the Headteacher and a dedicated team of staff. We are committed to maintaining the Christian ethos and values which underpin all our policies and practice but we also welcome children from a wide range of ethnic cultural and religious backgrounds and celebrate our diversity. The school has a very strong sense of community that makes it a safe, stable and caring place for staff to teach and children to learn.

If you would like to learn more about the school please visit our website: www.cchurch.brent.sch.uk we strongly encourage all prospective candidates to visit the school. Details of how to arrange a visit are given in the next section of this application pack.

We very much look forward to receiving your application.

Yours Sincerely,



Alison Schulte

Chair of Christ Church School Governing Body.

The Application Process

Further Information and Visits

We would like to invite you to visit the school and strongly encourage you to do so. Please contact Ruby Tasheira the School Business Manager to arrange a visit on one of the dates shown below.

Visit dates: 5th and 7th June 2017

Christ Church (Brondesbury) CE Primary School

Clarence Road
Willesden Lane
London NW6 7TE
Tel: 0207 624 4967

www.cchurch.brent.sch.uk

Application and Interview Process

Closing date: Monday 12th June 2017 at noon

The application should include:

1. The completed LDBS (London Diocesan Board for Schools) application form.
2. A supporting statement which addresses the Person Specification and outlines your philosophy and approach to education in the context of a one-form entry faith primary school. **Please attach as a separate Word document entitled Post of Headteacher: Supporting Statement + your name. (No more than 3 pages, Arial Font 12)**

Please submit your completed application to recruitment@cchurch.brent.sch.uk

Shortlisting: Tuesday 13th June

Shortlisted candidates will be contacted by email and details of the interview tasks will be circulated as soon as possible after shortlisting.

We will acknowledge all unsuccessful applicants by email but regret that we will be unable to provide feedback at this stage.

References

References for shortlisted applicants will be sought prior to interview

The Interview Process

Interviews will take place on Monday 19th June 2017

Start Date: January 2018

School Context



Christ Church Brondesbury is a one-form entry Church of England Primary School. The proportion of pupils known to be eligible to free school meals and thus pupil premium funding is above average. Most pupils are from minority ethnic backgrounds and an increasing number join the school at the early stages of learning English. The proportion of pupils who have special needs is broadly average. The current OFSTED inspection dashboard lists many strengths; however, attendance remains an area for improvement. The staff have employed a number of initiatives and a rigorous approach to monitoring which has resulted in attendance being significantly improved this year.

The Headteacher joined the school in September 2012. The school had an Ofsted four weeks later which found the school to require improvement. Inspectors returned in October 2014 and found the school to be good. The school is a member of the Brent School Partnership and also belongs to the London Diocesan Board of Schools (LDBS) of 12 school- 'Rapidly Improving Schools Group'.

The school has very close links to the local church. The school's Section 48 inspection in October 2015 judged the school to be Outstanding. The school is a hub school for Brent Music Service. All children in Years 3,4,5,6 learn a different musical instrument.

Christ Church was a lead teacher training school for the SCITT, Senior leaders have also successfully employed and trained Teach First students.

The Chair of Governors was appointed in September 2016 and works very closely with the Headteacher. She has a long background in education having been a deputy head teacher in a London secondary school for many years. She leads an effective team of governors from a range of professional backgrounds and with a comprehensive mix of skills and experience. The Governing Body is fully committed to its roles and responsibilities and to providing outstanding governance.

Christ Church (Brondesbury) C of E - Whole school data 2016

EYFS	School 2016	National 2016
Good Level of Development	71%	69%

KS1	School 2016	National 2016
Reading (ARE)	83%	74%
Reading (GD)	30%	24%
Writing (ARE)	80%	65%
Writing (GD)	20%	30%
Mathematics (ARE)	77%	73%
Mathematics (GD)	23%	18%
RW&M combined (ARE)	77%	60%
RW&M combined (GD)	20%	9%

Phonics	School 2016	National 2016
Year 1	89%	81%
Year 2	100%	66.7

KS2	School 2016	National 2016
Reading (ARE)	50%	53%
Reading (GD)	18%	19%
Writing (ARE)	77%	74%
Writing (GD)	18%	15%
Mathematics (ARE)	59%	70%
Mathematics (GD)	27%	17%
GPS (ARE)	64%	72%
GPS (GD)	18%	22%
RW&M combined (ARE)	50%	53%
RW&M combined (GD)	9%	5%

JOB DESCRIPTION

Job Title: Headteacher

School: Christ Church (Brondesbury) CE Primary School

Reporting to: The Governing Body, Christ church (Brondesbury) CE Primary School

Salary range: L15 – L21

INTRODUCTION

The Headteacher is expected to provide ambitious, inspirational and robust strategic leadership for the whole community of Christ Church Brondesbury CE School, which ensures a high-quality education for all pupils, promotes the highest standards of learning, achievement, behaviour and engagement from its pupils and secures the school's success and continued improvement. The Headteacher will be required to uphold and embed our Christian ethos and values within day-to-day working practices.

ACCOUNTABILITY

The Headteacher is: legally and contractually accountable to the Governing Body of Christ Church Brondesbury (C of E) Primary School

The duties outlined here are linked to:

- Those covered by the *National Standards of Excellence for Headteachers* (DfE 2015) and are outlined under the four Excellence Standards domains.
- Those covered by the latest STPCD document which should be read in conjunction with this document.
Other duties include:
- Achieving any performance criteria, objectives and targets agreed with, or set by, the School's Governing Body

1. SUMMARY: CORE PURPOSE

The Headteacher will:

- a. Provide strategic, robust and inspirational leadership of the whole school community.
- b. Work closely with and provide information, advice and support to the Chair of Governors and Governing Body to enable it to meet its responsibilities.
- c. Ensure that parents and pupils are well informed about curriculum attainment and progress.
- d. Recruit, retain, develop and motivate staff to become outstanding educators.

- e. Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through performance management.
- f. Ensure the well-being and personal development of every child in the school.
- g. Demonstrate commitment to maintaining the distinctive ethos of a Christian school in a diverse community.
- h. Develop and present an accurate account of the school's performance to a range of audiences including governors, parents and carers, external agencies, the Local Authority, the London Diocesan Board for Schools and Ofsted, to enable them to play their part effectively.
- i. Ensure that the school adheres rigorously to national requirements on Safeguarding and Child Protection and works effectively with external agencies to ensure that all children are kept safe.
- j. Promote proactive involvement of the whole school in the safeguarding of pupils.
- k. Ensure that all legal requirements for health and safety, maintenance and financial management are fulfilled.

2. SUMMARY: KEY PRIORITIES

The Headteacher will:

- a. Ensure that strategic planning is focused on raising the overall performance of the school from good to outstanding
- b. Maintain a relentless focus on achieving the highest standards and quality of teaching and learning throughout the school.
- c. Continue to promote and embed a curriculum which boosts pupils' achievement, their engagement with learning and their personal development and well-being.
- d. Develop the school's commitment to higher achieving pupils and those with SEN.
- e. Strengthen partnerships with other schools to ensure efficiency and the continued success of the school.
- f. Develop the school's profile in the community to enhance its good reputation and boost pupil numbers
- g. Continue to develop strong and effective partnerships with parents, carers and the local community.
- h. Ensure that the school maintains a balanced budget.

3. STRATEGIC DIRECTION AND LEADERSHIP

The Headteacher will:

- a. Communicate a shared vision and ambition so that the school moves forward to the benefit of its pupils, staff, parents and the wider community.
- b. Lead and enhance the Christian ethos of the school by promoting the Christian values which underpin its vision statement, ensuring that there is high quality collective worship, outstanding religious education and effective collaborative working with the parish church.

- c. Establish, communicate and implement a strategic plan that inspires and motivates all stakeholders, which and reflects the needs of both the school and its community.
- d. Lead by example and create a shared commitment and responsibility to the school through teamwork, distributed leadership and professional reflection.
- e. Maintain and develop a strong and effective partnership with the Governing Body and work closely with them to review the strategic direction of the school in consultation with all stakeholders.
- f. In a time of change, be able to translate local and national policy into the school's context to ensure that the school is equipped to respond to, and benefit from, this change.
- g. Monitor, evaluate and review the school's performance robustly and regularly to set clear short, medium and long term priorities for improvement.

4. QUALITIES AND KNOWLEDGE

The Headteacher will:

- a. Hold and articulate clear values and moral purpose, focused on providing a high-quality education and safe, calm environment for all learners.
- b. Demonstrate political astuteness; anticipate local, national and global trends in education and embrace future opportunities.
- c. Pursue continuous professional development to sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally.
- d. Demonstrate personal behaviour that leads by example, forges positive relationships and attitudes towards and between pupils and staff, and with parents, governors and members of the local community.
- e. Act as a role model for children and staff, treating them with respect and dignity and promoting a culture that values all children as individuals and enables them to reach their full potential within a stable, committed school community.
- f. Be innovative and challenging, motivating and inspiring stakeholders to create a strong culture of learning within an inclusive environment.

5. LEADING AND MANAGING PUPILS AND STAFF:

The Headteacher will:

- a. Demand ambitious standards for all pupils, promoting an ethos of challenge and support, overcoming disadvantage and advancing equality.
- b. Instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes, ensuring that all teaching is consistently good or outstanding.
- c. 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.
- d. Maintain pupils' learning as the core focus of strategic planning and financial management.

- e. Maintain the school's focus on pupils' achievement, using assessment information and benchmarks rigorously to monitor progress in every child's learning and inform targets.
- f. Develop creative, effective approaches to learning and teaching, responsive to the needs of the pupil community.
- g. Establish a culture that supports and facilitates pupil engagement in, and ownership of, their own learning.
- h. Monitor and evaluate the effectiveness of the curriculum to ensure it is providing the best opportunity for pupils to enjoy and achieve their potential, whilst providing financial value.
- i. Maintain our strong culture of continuous and supportive professional development, ensuring that best practice is shared within and between schools, drawing on and conducting relevant research and robust data analysis.
- j. Maintain a culture of collaboration within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- k. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- l. Hold all staff to account for their professional conduct and practice.

6. SYSTEMS, PROCESSES AND RESOURCES

The Headteacher will:

- a. Assist the Governing Body and ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- b. Maintain strong governance by actively supporting the Governing Body to understand its role and deliver its functions effectively, its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
- c. In partnership with the Governing Body, set appropriate priorities for expenditure within a balanced budget and ensure efficient financial and administrative controls are maintained through regular monitoring.
- d. 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.
- e. Provide a safe, calm and well-ordered learning environment for pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- f. Implement robust strategies to secure high standards of behaviour, attendance and punctuality and monitor their impact regularly.
- g. Develop and maintain rigorous, transparent systems for the induction, professional development and performance review for all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

- h. 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.
- i. Regularly evaluate the allocation of roles, responsibilities, finance, school site and resources to ensure these underpin the best possible learning environment.

7. LEADING SCHOOL SELF-IMPROVEMENT

The Headteacher will:

- a. Create an outward-looking school, developing the partnership work with other schools and organisations – in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- b. Develop effective relationships, and actively engage with fellow professionals and colleagues in other public services, including the Local Authority and London Diocesan Board for Schools to improve academic and social outcomes for all pupils.
- c. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- d. Model entrepreneurial and innovative approaches to school improvement, leadership and governance.
- e. Inspire and influence others - within and beyond the school - to believe in the fundamental importance and value of education in young people's lives
- f. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to self-regulate school improvement.
- g. Promote positive strategies for challenging prejudice and building tolerance and

8. SAFEGUARDING AND PROMOTING THE WELFARE OF PUPILS

The Headteacher will: ensure that all statutory and advisory duties regarding safeguarding are in place and robustly monitored and will:

- a. Work with governors and senior colleagues to recruit, induct and develop high-quality staff within national safer recruitment guidelines.
- b. Ensure safeguarding and child protection policies and procedures are implemented rigorously and reviewed at regular intervals.
- c. Ensure that all teaching, support staff and volunteers are fully inducted in and understand the school's safeguarding procedures.
- d. Ensure that ALL staff read the latest national guidance and receive regular updates and training.
- e. Ensure that the Designated Safeguarding Leader is given the appropriate resources to carry out the duties of the role effectively.

PERSON SPECIFICATION

Please address the aspects under the headings below in your supporting statement of no more than 3 A4 pages (Arial font 12)

If you have not been in a classroom for a period of time we ask you to address your proven skills in the leadership of teaching and learning.

Criteria will be assessed at one or more of application, references and interview.

QUALIFICATIONS	Essential	Desirable
Qualified Teacher Status	•	
Evidence of continuing and relevant professional development in school leadership and management	•	
Graduate level qualification	•	
Post graduate qualification		•
National Professional Qualification for Headteachers (NPQH) <i>*whilst no longer essential this is strongly preferred and the governors would wish any applicant to be prepared to complete it if not already holding it.</i>		•
KEY SKILLS AND EXPERIENCE		
Significant and successful experience of a Leadership role in a primary school	•	
Proven consistently good/outstanding teaching in the primary classroom	•	
Experience of teaching in more than one school across the whole primary age	•	
Experience of teaching in a Voluntary Aided school		•
Experience of leading in a school which serves a diverse urban community		•
Proven experience of leading change effectively		•
Excellent communication skills -written, verbal and interpersonal skills	•	
Excellent analytical, problem solving, negotiating and decision -making skills	•	
QUALITIES AND KNOWLEDGE		
Evidence of an ability to build, communicate and implement a coherent vision for the school in consultation with all stakeholders	•	
Proven ability to translate vision into concrete strategy, with a track record of delivery	•	
A thorough knowledge of the major curriculum issues, current educational development and legislation in order to maximise all aspects of achievement for	•	

every pupil including those with special educational needs and disabilities		
Able to demonstrate personal behaviour that leads by example, forges positive relationships, attitudes and communication towards and between pupils and staff, and with parents, governors and members of the local community	•	
An understanding of financial planning and budgetary management	•	
Knowledge and experience of best practice in performance management and CPD	•	
Proven ability to lead by example and create a shared commitment and responsibility to the school through teamwork, distributed leadership and professional reflection	•	
Evidence of clear values and moral purpose which place pupils at the heart of all decisions	•	
A strong intellect, able to exercise creativity and emotional intelligence in leadership	•	
Evidence of a drive to encourage and pursue excellence in all aspects of school life and an understanding of what strategies might be effective for achieving this	•	
Evidence of a commitment to personal professional development to sustain up-to-date knowledge and understanding of education	•	
Knowledge of legal requirements affecting schools	•	
Proven record of being transparent and accountable to parents, governors, relevant external bodies and the local community	•	
SYSTEMS AND PROCESSES & RESOURCES		
Excellent organisational skills which maintain the smooth running of the school whilst maintaining a focus on the long-term vision	•	
Knowledge and experience of a range of mechanisms for working productively with the governing body and an understanding of its statutory duties	•	
Proven experience of managing people, including staff performance reviews, and acting on any associated issues and valuing excellent practice	•	
Proven experience of prioritising, setting and managing a range of processes to contribute to school improvement (data, finance)		•
An understanding of financial planning & budgetary management	•	
Experience of using new and emerging technologies to enhance organisational effectiveness		•

LEADING & MANAGING PUPILS AND STAFF		
Proven leadership experience capable of translating vision into concrete strategy, with a track record of delivery	•	
Experience of setting and achieving challenging goals and targets for staff and pupils so as to impact positively on pupil outcomes	•	
Evidence of a commitment to inclusion and ensuring there is equal opportunities for all pupils in the school	•	
Knowledge and understanding of how to maintain and raise the quality of teaching and learning across the school and a proven track record for doing so	•	
Experience of analysing pupil performance information to identify trends to inform teaching and learning outcomes	•	
Experience of developing a consistently high quality of teaching through rigorous assessment, monitoring, evaluation and feedback	•	
Ability to challenge underperformance in teaching and to support improvement in performance	•	
Proven commitment to a curriculum that is creative and relevant to the interests and needs of all pupils, including their well-being	•	
Commitment to developing the school as a learning culture	•	
Ensure an ethos which supports good behaviour and enables pupils to aspire and achieve success	•	
Ability to encourage parents to play their part in their child's learning (both in and out of school)	•	
SAFEGUARDING & PROMOTING THE WELFARE OF PUPILS		
Absolute commitment to ensuring the safety and well-being of pupils	•	
Proven ability to build a culture where children feel confident that their concerns will be listened to and acted upon	•	
Designated or Deputy Designated Safeguarding /CP Officer		•
A DISTINCTIVE CHRISTIAN SCHOOL		
Able to communicate the distinctive role of a Church of England school in a multi faith community	•	
Member of a Christian Church		•

LEADING SCHOOL SELF-IMPROVEMENT

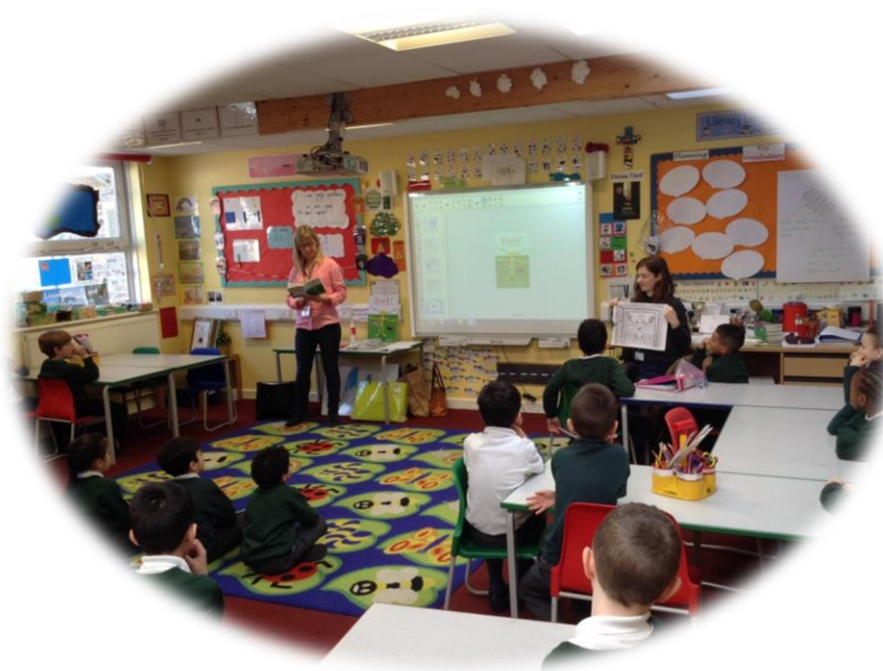
Proven experience of building mutually beneficial and supportive relationships with other schools, agencies and groups to enhance opportunities for staff and pupils so as to secure excellent pupil outcomes	•	
A willingness to accept support from others including colleagues, governors, Local Authority and Diocese	•	
Proven ability to adapt to change, able to assess new ideas and embrace them if they improve children's learning	•	
Evidence of a current knowledge and understanding of local, national and global education and a proven commitment to high quality training and ongoing professional development for all staff	•	

PERSONAL QUALITIES

Good judgment-able to assess and balance risks and opportunities	•	
Open and approachable and a good listener	•	
Sense of humour	•	
Enjoys teaching and respects children	•	
Creative, inspirational and resourceful	•	
Stamina, energy and resilience: the ability to remain calm in difficult situations and perform well under pressure	•	

VALUES AND COMMITMENT

High standards in personal presentation and integrity, and an appreciation of the Headteacher's position as role model for staff and pupils	•	
Actively supports the school's Christian values and foundation whilst also valuing diverse school community	•	
Shows the commitment to promote the highest standards of personal and educational achievement for all children	•	



If you would like to learn more about our school please
visit the website www.cchurch.brent.sch.uk

We look forward to receiving your application.

