



Perivale Primary School



Headteacher Candidate Brochure



Perivale Primary School

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Key Facts & Statistics

Type of School:	Community School
Age range:	3 - 11
Location:	Ealing
Co-educational or single sex:	Co-educational
Number on roll:	459
Number of teaching staff:	17
% of children with pupil premium	23.7%
SEN % in the school:	10.7%
% English as an additional language:	67.1%



Perivale Primary School

Welcome letter from Co-Chair of Governors

Dear Applicant,

Thank you for your interest in this exciting opportunity to become the Headteacher of Perivale Primary school.

Perivale Primary School serves a diverse and supportive community in Ealing, West London. We are a friendly school with a caring and nurturing ethos, where all staff strive to create the best outcomes for our pupils through a creative and challenging curriculum.

Our school has been through a period of change and focused improvement in the last two years and we are seeking an exceptional and dynamic leader who will draw on their experience and knowledge to continue and further develop this process. The role requires an empathetic and inspirational individual who has the ability to unite the whole school community around a clear vision and pathway for taking us forward.

If this sounds like you, we encourage you to visit the school to find out more about us. We are offering tours, hosted by a Governor during the following slots: November 3, 1100-1300 & 1330-1500; November 9, 1200-1400 & 1400-1600; November 10 1200-1400 & 1400-1600. To book a visit, please follow the link on the last page of this pack.

We very much look forward to receiving your application!

Duncan Partridge

Co-Chair of Governors
Perivale Primary School



Perivale Primary School

About the School

Perivale Primary School is a two-form entry community school for children aged 3 to 11, situated in Perivale, close to the A40. We are located in a new building, with exciting learning environments. We have extensive grounds including a sports field and an outdoor library. There is a co-located children's centre for children aged 0-5 and their families.



Our Community

Our aim at Perivale is to be a school where children and adults work together. We want all our children to maximise their talents and abilities in order to reach their full potential.

Our Vision

Perivale Primary School shares a vision of individuals who are an aspirational community that enjoys learning and contributes to an ever-changing world.



What matters to us

- We have a commitment to maintain and improve high standards. The diversity of the community and the inclusive ethos of the school are a strength at Perivale.
- We are dedicated to all aspects of our children's education and development and parents share with us in making this a successful start for their children.
- We create opportunities for children to continue to develop curious, enquiring minds, to support their academic achievement.



Perivale Values

We are: | **Resilient** | **Respectful** | **Curious** | **Inclusive** |
| **We aim high** |





Job Description

Job Title: Headteacher

Responsible to: The Board of Governors of the school

Salary: Inner London L20-L28 (£84,256-£100,552)

The postholder will be subject to the conditions of service for headteachers as set out in the school teachers pay and conditions document, the burgundy book, local conditions of service as they apply from Ealing and any local terms of employment agreed by the Governing Board.

Key Responsibilities

- Take the lead role on working with the Board of Governors to develop a collaborative school vision, which embraces excellence, high standards and inclusion. Translate vision into a development plan and implement it successfully
- Secure excellent teaching to high standards of learning and attainment across the range
- Hold all staff to account for their professional conduct and practice
- Ensure inclusion, diversity and access
- Lead by example to foster an open, transparent and equitable culture
- To be responsible for the internal organisation, management and control of the school
- Manage finance and resources astutely to maximise their use and value
- Develop and sustain effective relationships with the Board of Governors, and the Co-Chairs of Governors in particular, to ensure effective governance of the school, and the discharge of GB responsibilities
- Build/develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils
- Create an outward-facing school to work with other schools, organisations and partners to champion best practice

Headteachers' standards (2020)

1. School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where 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
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism



2. Teaching

- 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
- ensure effective use is made of formative assessment

3. Curriculum and Assessment

- ensure a broad, structured 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 schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff 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 the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

- ensure the 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 the 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 the school fulfils its statutory duties with regard to the SEND code of practice



6. 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

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. 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 the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their 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



10. 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



Person Specification

The formal specification and your application

This document outlines the key skills and experience we are looking for. The selection panel will assess each candidate against the criteria, expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context.

Please ensure when completing your application that you address only the 12 relevant criteria as indicated below under "Evidenced by..." in the Application Form column. The criteria to address are in bold. As appropriate your responses should include your role, the actions, and decisions you took and the outcome or impact of your involvement. The supporting statement should be no more than three A4 pages long and a point size no less than Arial 11 point or equivalent. Please do not include a CV as they are not accepted.

Person Specification	Evidenced by	Interview/ assessment
Qualifications, skills and experience		
1. Graduate level qualification or equivalent and Qualified Teacher Status.	Application form	Please note that we may cover some or all of these criteria on the interview/assessment day.
2. Evidence of recent continuous professional development and further relevant professional/ academic study such as National Professional Qualification for Headship.	Application form	
3. Successful experience in a headship/senior leadership role in a primary school, and teaching experience in a culturally and ethnically diverse environment	Application form	



Shaping the future		
<p>4. Recent evidence of practical strategic planning and leading whole school improvement initiatives that have had a demonstrable impact on student attainment.</p> <p>5. A wide knowledge of current and proposed education policies, priorities and legislation and the legal framework within which schools must operate.</p> <p>Committed to:</p> <p>6. Promoting equity, diversity and inclusion and achieving positive outcomes for all students.</p>	<p>Application form</p> <p>Application form</p>	

Leading teaching and learning		
<p>7. Identify, achieve, and model high standards of teaching and learning and continue to raise levels of attainment and progress for all</p> <p>8. Demonstrate a clear focus on those needing additional support, including Pupil Premium and those with additional and specialist needs and disabilities</p> <p>9. Evidence of valuing, supporting, and encouraging the professional development of all staff members.</p> <p>10. Demonstrate successful experience in evaluating and using data to plan and improve pupil performance.</p> <p>11. Maintain an ethos of the highest standards of student behaviour and attendance</p>	<p>Application form</p> <p>Application form</p>	



Personal qualities, developing self and working with others		
<p>Able to:</p> <p>12. Be a visible role model in the school and an ambassador for the school in the wider community.</p> <p>13. Offer high level interpersonal and management skills, and be an outstanding communicator - able to listen, understand and inspire with children and adults alike.</p> <p>14. Provide evidence of building and nurturing a strong, positive, open, and collaborative team culture that can both challenge and inspire all staff to work effectively together to deliver school improvement</p> <p>15. Be self-aware, committed to your own personal growth and continuing professional development.</p>	Application form	
Managing the organisation		
<p>Able to:</p> <p>16. Bring strong budgeting, financial planning, and management skills, with experience of making effective use of resources.</p> <p>17. Manage the school efficiently and effectively on a day-to-day basis, delegating management tasks and monitoring their implementation as appropriate.</p> <p>18. Sustain a safe, secure, and healthy school environment to safeguard the welfare of children and staff. Demonstrate experience of dealing with child protection and safeguarding issues.</p>	<p>Application form</p> <p>Application form</p>	



Securing Accountability		
<p>19. Develop and maintain effective relationships with the Governing Board.</p> <p>20. Develop and maintain good relations with Ealing, our local authority, and make the most of its support and resources</p> <p>21. Ensure a systematic and rigorous self- evaluation of the work of the school including the use of a variety of data and techniques to evaluate achievement and offer accountability for student learning, progress, and attainment.</p>	Application form	
Strengthening the community		
<p>Able to:</p> <p>22. Build/develop and maintain effective relationships with parents, carers, governors, and all members of the school and wider community to enhance the education of all students.</p> <p>23. Put particular emphasis on encouraging parents to engage with the school and support their children's progress.</p> <p>Committed to:</p> <p>24. Effective teamwork and collaboration within the school and with external partners including other schools, the LA, external providers, advisers, and other professionals.</p>	Application form	



If you would like to arrange a school visit, please sign up here:

<https://forms.gle/cRT2q6LXTvRZQHG16>

All applications are to be submitted no later than
10pm on 13th November 2023

We reserve the right to research applicants on social media platforms and the internet, and the Board of Governors may take this information into consideration during the recruitment process.

Perivale Primary School is committed to Equal Opportunities and to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be subject to satisfactory employment checks, references and an enhanced Disclosure and Barring Service check.