



# Campsbourne Headteacher Application Pack

## Welcome to Campsbourne Primary School

Thank you for your interest in Campsbourne School. We are excited to share this recruitment pack with you and hope it inspires you to consider becoming our next headteacher. As Chair of Governors, I am delighted to invite you to explore this unique opportunity to join our vibrant and thriving school community. We are at a pivotal moment in our journey and are seeking an exceptional leader who is passionate about driving educational excellence and fostering a culture of inclusion. Your leadership could play a crucial role in shaping the future of our school.

Campsbourne School is built on the foundational values of respect, resilience, and responsibility. These values are the bedrock of our inclusive and supportive environment, where every child is encouraged to achieve their full potential. This summer, we proudly celebrated an exceptional set of Key Stage 2 results, a reflection of the hard work and dedication of our talented staff and children. Our recent Ofsted inspections affirmed our efforts, awarding us a Good rating at both the Junior and Infant schools and highlighting our continuous pursuit of excellence.

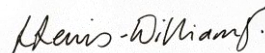
Our dedicated and hardworking staff are committed to providing the highest quality education and fostering a supportive environment for all children. The school is in a strong financial position, ensuring stability and resources to support high quality teaching and learning. Nestled in a beautiful setting at the foot of Alexandra Palace, our school offers an attractive environment that inspires both children and staff.

We pride ourselves on our strong sense of community, culture of kindness, and care, creating a nurturing, sustainable, and safe environment where every child can flourish. We are now looking for a visionary leader who can take our school to new heights. The ideal candidate will not only have a strong and successful track record of educational leadership but also a passion for nurturing the talents of both children and staff. We are committed to fostering an environment where teachers are supported to be the very best teachers they can be and where the whole school community works collaboratively towards our common goal - where all children are inspired with a love of learning and encouraged to be ambitious for themselves and for the school.

Our ambition is to be a beacon of outstanding education, and we believe that with the right leadership, we can achieve this vision. If you are an inspiring, dedicated, and forward-thinking leader ready to make a significant impact, we invite you to consider this exciting opportunity.

We look forward to welcoming a headteacher who will join us in our mission to provide an exceptional education for all our children and lead Campsbourne Primary School on our next exciting stage of our journey.

Laura Lewis Williams





- Welcome to Campsbourne School. We are a federation of Campsbourne Infant School and Campsbourne Junior School. Whilst we are separate schools with individual Ofsted inspections we are based on one site and run and feel like one school.
- We pride ourselves on providing a truly broad and balanced curriculum that develops the children academically, socially and emotionally. Our approach has seen academic standards rise to be well above national averages throughout the school and has seen us become increasingly popular in the community.
- We are blessed with a huge site including three playgrounds, a dedicated dining area, purpose-built gym, swimming pool and Multi Use Games Area (MUGA). Indoors you will find an ICT suite, art room, music room and our own library.
- We have a highly skilled team of staff, including specialist teachers in swimming, music, art and forest School. We have a team of experienced 1-1 support staff led by our deputy headteacher and inclusion manager, Ms Currie. They are extremely well-resourced, and benefit from our state of the art sensory room and our new SEND Hub. We also have a pastoral team which consists of a pastoral manager, a learning mentor, school counsellor, and through links with local university a team of trainee therapists. We also have a Black Community Lead who works closely with our families to support them and their children to ensure the best possible outcomes.
- The relationship between teachers, children and parents are fundamental to the success of the school. Working together, our aim is to ensure that children leave Campsbourne with the academic skills and maturity needed to thrive at secondary school, whilst ensuring that their time is an enjoyable one which cultivates a natural love for learning.
- We have a Home School Association (HSA) run by our amazing parent community which hosts a wide range of social events to nurture and maintain the special community feel that makes Campsbourne so unique as well as raising significant funds.
- We offer a breakfast club from 7.45am and an after school club until 6.30pm to support families and a wide range of after school clubs including: football, netball, basketball, dance, yoga, art and many more. If you would like to arrange a visit to experience the atmosphere that makes Campsbourne so special then please make an appointment via [morgan.currie@campsbourne.haringey.sch.uk](mailto:morgan.currie@campsbourne.haringey.sch.uk)



## Our Vision

Campsbourne is a school where all children are inspired with a love of learning and encouraged to be ambitious for themselves and for the school. We work hard to include everyone and foster a strong sense of community, to prepare our children to embrace a changing world, and to provide a caring, sustainable, and safe environment for all.

### **We love to learn**

We inspire a love of learning by providing engaging experiences within a rich and exciting curriculum that actively fosters creativity and natural curiosity about the world around us, and by ensuring a solid foundation of core knowledge and skills is acquired by all.

### **We aim high**

We enable all our children to be ambitious by developing their confidence as independent learners who aim high, challenging themselves and the whole school to be the best they can be, continually improving as we go.

### **We are part of a global community**

We are inclusive and foster a strong sense of belonging by building mutual respect, understanding and responsibility, in and out of the classroom, and by engaging with everyone in our school community. While understanding our place in the wider world, our school is firmly rooted in and values its unique and diverse locality, including its links to Alexandra Palace and Park.

### **We embrace a changing world**

We prepare our children to engage in the world and thrive in the face of constant change and new challenges by providing a supportive ethos to develop the resilience and adaptability we all need to take life in our stride.

### **We care about each other and the environment**

We provide a caring, sustainable, secure, and happy environment where all our children and staff can flourish, by supporting each other's emotional and physical health and well-being, and by having high expectations of behaviour for all.



When designing our curriculum, the views of parents and carers have been considered with key themes such as celebrating the local area; sustainability and the environment; diversity and globalisation, creativity and outdoor learning getting strong support.

We have created a curriculum that provides children with rich experiences that we hope will inspire them to dream and the skills and knowledge they will require to pursue their own ambitions whatever they may be. We want our children to be able to use their knowledge to be critical thinkers, to develop their own thoughts and ideas and to think out of the box to solve problems.



It is designed to ensure that children's experiences during their time at Campsbourne foster and enhance their natural love of learning developing them academically, morally, physically, creatively, personally and socially.



We want our children to know how to look after themselves physically and emotionally. To be fit and active, to understand where food comes from and its impact on our health and the environment. To understand themselves and how they can manage the challenges which life presents, taking risks and demonstrating resilience whilst maintaining a healthy mental wellbeing.

Our curriculum is designed to prepare our children for life in a world which is increasingly fragile both environmentally and socially. We want our children to develop a connection and understanding of the natural world and how we can better live in harmony with it. We also want our children to develop open minds, to think critically and to challenge the status quo, and be able to debate and discuss social and moral issues whilst retaining respect and tolerance of different views.

We want our children to leave Campsbourne with a sense of belonging to a local and global community, which they contribute towards through the decisions they make and the time they offer to others.



We have designed a curriculum unique to Campsbourne that provides children with real life experiences that are focused around our locality. Examples include:

Our reading program is designed to provide children with texts that explore issues relevant to our community. For example, during the summer term when Refugee Week is celebrated, children in years 2 to 6 are reading books which explore stories about refugees.

At the end of each academic year children in years 2 to 6 enjoy adventurous activities to broaden their sporting experiences. These consist of:

Year 2 Go Ape in Alexandra Palace

Year 3 Orienteering at Hampstead Heath

Year 4 BMX Riding at the Olympic Park in Stratford

Year 5 Indoor climbing at Castle Rock Climbing Centre

Year 6 Canoeing and Caving at West Reservoir



In Nursery, Reception and Years 1, 3 and 5 children benefit from Forest School sessions which take place in Alexandra Palace Park, supporting their mental health and developing a connection with the natural world.



Our history unit in year 2 has been written in partnership with the education department at Alexandra Palace to celebrate and learn about this historical landmark. In Year 5 children compare the Ancient Civilisations of The Mayans and Ancient Baghdad whilst in Year 6 we have written a unit which starts with World War 2 and then moves on to explore post war immigration and its impact on the local area.

Our art curriculum celebrates British art history including artists from different cultural backgrounds which reflect our school community and make the most of educational visits to London's world class galleries to celebrate and learn about global artists.

Our geography curriculum has been designed in partnership with a geography consultant to ensure that our curriculum is linked to the local area and key social issues of our times including sustainability, globalisation, inter-connections and challenging stereotypes.

We have designed the curriculum so that topics and themes reoccur, providing children with the opportunity to recall previous learning and build on what they already know so that they have a deep understanding of key concepts. For example, in geography the themes of sustainability, globalisation, interconnections and stereotypes are interwoven into the units. We have also mapped out the curriculum so that children revisit topics in different units as they move through the school. For example, in Year 4 children learn about Roman Britain and in Year 6 they learn about Roman mosaics in art.



We make the most of the outdoor environment to provide children with a greater connection with the natural world e.g. Forest School and the school garden or to provide a variety of experiences e.g. sketching outdoors, finding shapes around the school, measuring the playground etc. This helps to support their mental wellbeing by ensuring children develop a connection with the natural world.

Opportunities to develop their own ideas and thoughts are fundamental to writing and art. Writing WOW Weeks are integrated into the curriculum to provide children with opportunities to write creatively. Art units are designed to provide children with opportunities to develop their own pieces of art based on their thoughts and ideas.

There are also opportunities for creative thinking such as finding their own solutions to mathematical problems, designing products to meet specific needs or investigating scientific concepts. Children are provided with real life and practical learning activities so that they can discover rather than be told.



## 05 Advert and Application Process 1/3

**Required for January 2025**

**Group 3 Inner London L18 (£85,092) - L24 (£97,068)**

**Full time / Permanent**

Campsbourne School is a popular two form entry primary school serving a socio economically and ethnically diverse community within the London borough of Haringey. Families at our school represent some 30 countries from around the globe, and speak at least 28 different languages. This diversity is reflected in our curriculum which provides children with opportunities such as the Windrush in Year 2; early Turkish civilizations in Year 5 and key scientists such as Elis Widdowson and Ron Headley to name a few. We believe it is our diversity and commitment to equalities which makes Campsbourne a special place to learn and work. We have imaginative, creative and enthusiastic children, whose parents are keen to work in partnership with the school and our dedicated staff team, to ensure they receive the best education we can provide and which they deserve. We are fortunate to be located on the borders of Alexandra Palace Park which we use for our Forest School and have substantial grounds which include a swimming pool, gymnasium and sensory room.

Following nine years of successful leadership our current headteacher will be leaving us at the end of the autumn term to move to Australia with his family. His departure provided an exciting opportunity for an outstanding leader to build on the excellent foundations in place and continue to develop the school.



## 05 Advert and Application Process 2/3

We are seeking to appoint an outstanding senior leader who will join our dedicated team in our drive to raise attainment and increase enrichment for all pupils across the school.

We are looking for an exceptional, committed leader with a proven record in educational leadership to share our ambition and strategic vision to build upon the excellent Ofsted Inspections in January 2023 (Juniors) and April 2023 (Infants). Your energy and enthusiasm will inspire, challenge, and empower all members of the school in achieving our vision. We want the best for all our pupils.

Our future headteacher will have strong leadership skills and be able to manage the demands of an inner-city primary school. The school has a strong, motivated, and dedicated team of teaching and support staff, committed to ensuring high achievement and equality of opportunity for all.

The role is suitable for an experienced leader who is looking for a second headship or an experienced deputy capable of meeting the challenges of the post. Governors have high expectations and are positive and supportive.



## 05 Advert and Application Process 3/3

The new headteacher will benefit from:

- Enthusiastic and well-behaved pupils who want to learn and take part in all aspects of school life.
- Dedicated staff who are committed to providing the best possible education for the pupils.
- A diverse school population.
- Supportive parents and a local community who are extremely positive about the school.
- Good OFSTED ratings in January 2023 (Juniors) and April 2023
- A well-managed budget and experienced School Business Manager
- A supportive and experienced governing body.
- Membership of the highly regarded Haringey Education Partnership who provide a wide range of support for local schools. <https://haringeyeducationpartnership.co.uk>

Please contact the school office for an application pack and further information

[alejandra.escudero@campsbourne.haringey.sch.uk](mailto:alejandra.escudero@campsbourne.haringey.sch.uk)

Completed applications, no more than three sides of A4 (minimum font size 12 ), addressing the person specification should be returned by e-mail to [alejandra.escudero@campsbourne.haringey.sch.uk](mailto:alejandra.escudero@campsbourne.haringey.sch.uk)

Deadline: Monday 23rd September 10.00 a.m.

Visits to Campsbourne Primary School are encouraged and strongly recommended to see staff and students at work.

Please contact Morgan Currie on 0208 340 2064 or by e-mail

[morgan.currie@campsbourne.haringey.sch.uk](mailto:morgan.currie@campsbourne.haringey.sch.uk)



**Job title: Headteacher**

**Reports to: Governing Body and Local Authority**

**Start Date: January 2025**

**Purpose of the post:**

To provide professional leadership of Campsbourne Primary School which secures its continuing success and improvement, ensuring high quality education for all its pupils and excellent standards of learning and achievement.

**Headteacher Responsibilities:**

This job description reflects and references the DfE Headteacher Standards 2020

**Ethics and Behaviour:**

- build relationships rooted in mutual respect, and always observe proper boundaries appropriate to this professional position.
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensure that personal beliefs are not expressed in ways which exploit the position, pupils' vulnerability or might lead pupils to break the law.



**As the leader of Campsbourne Primary School community and profession:**

- Serve in the best interests of Campsbourne Primary School pupils.
- Conduct yourself in a manner compatible with this influential position in society by behaving ethically, fulfilling the professional responsibilities, and modelling the behaviour of a good citizen.
- Uphold the obligation to give account and accept responsibility.
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- Take responsibility for your own continued professional development, engaging critically with educational research.
- Make a positive contribution to the wider education system.

**School Culture:**

- Strengthen and sustain the school vision and ethos in partnership with the Governing Board and through consultation with the school community.
- Continue to 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.
- In consultation with the Governing Body, create and implement a strategic and sustainable plan based on sound financial planning so that the school can continue to improve.



**Teaching:**

- Establish and sustain high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure that effective strategies are in place, closely monitored and reviewed, to continue to rapidly close the gap for disadvantaged pupils and other vulnerable groups.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.

**Curriculum and Assessment:**

- Ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught and which meets the requirements of the National Curriculum and the aims of the school, providing progression and continuity throughout the school.
- Ensure that the curriculum is appropriate to meet the needs of all pupils and takes account of the full context of the local community.
- Ensure that the curriculum is promoting the intellectual, spiritual, moral, cultural, physical, social, and emotional well-being of all pupils.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils develop their reading through the provision of evidence-informed approaches.
- Ensure valid, dependable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
- Ensure effective use is made of formative assessment to shape and develop the curriculum.



## 07 Person Specification 1/3

The person specification below shows the key qualities, abilities, skills and experience we require in our new headteacher. The selection panel will assess each candidate against these criteria. We are expecting candidates to demonstrate knowledge and understanding of each area and to show evidence of having applied (or awareness of how to apply) this knowledge in the school context. The information you provide in your application form in the 'supporting statement and achievements' section must show how you meet the requirements listed in the person specification. **Please limit your written supporting statement to no more than 3 sides of A4 in font size 12.**

This person specification reflects and references the DfE Headteachers Standards 2020

	E = Essential D = Desirable
Qualifications	
Honours degree level qualification	E
Qualified Teacher Status	E
NPQH Holder	D
Evidence of appropriate CPD	E
Current safer recruitment training	D
Current Child Protection qualification	D



	E = Essential    D = Desirable
<b>Knowledge and understanding of</b>	
Governance structure and operation	E
Safeguarding legislation requirements and systems	E
School performance measures and tracking systems	E
SEND legislation and procedures including code of practice and its implementation	E
Staff appraisal systems	E
Curriculum requirements (statutory) planning and implementation	E
Current learning and teaching quality performance measures	E
School finance	D
The current Ofsted requirements	E
National developments and priorities in education	E
The role which can be played by parents in raising standards	D
<b>Qualities</b>	
Ambition, drive and determination to develop the school to the highest standards	E
Excellent leadership skills to build and develop effective teams, delegating where appropriate, holding to account, and delivering on objectives	E
Absolute commitment to delivering an outstanding education for all students	E
Strong personal commitment to working within the Local Authority family of schools	E
Excellent communicator, capable of inspiring and engaging all stakeholder groups. including pupils, parents/carers, staff, governors, and other local groups	E
Flexibility and adaptability to meet unexpected challenges	E
Be able to use reflection to learn from experiences	E
Be able to use humour and empathy appropriately	E
Maintain a positive, supportive approach even when under pressure	E
Uphold the Nolan Principles; selflessness, integrity, objectivity, accountability, openness, honesty, and leadership.	E
A strong commitment to leading an inclusive and anti-racist school fully reflective of its local community	E
<b>Qualifications</b>	
Honours degree level qualification	E
Qualified Teacher Status	E



## 07

## Person Specification 3/3

Experience and Skills	
Substantial leadership experience at Deputy level, in an acting Headteacher role or as Headteacher/Head of School	E
Active membership of Governing Body and/or Governing Body Committees	E
Proven record of proposing and delivering school improvement initiatives	E
Proven record of raising pupil achievement (progress and attainment)	E
Proven record of raising the quality of teaching	E
Leadership experience within a diverse and multilingual community	E
Line management of staff: driving staff development	E
Line management of staff: addressing underperformance	E
Proven record of effective engagement with parents/carers	E
Creation and development of successful partnerships with community groups	D
Significant experience of supporting special educational needs and disabilities within a mainstream setting	E
Experience of classroom teaching In Foundation Stage, key stage 1, or key stage 2 (preferably in more than one key stage)	E
Experience in managing school Human resources	D
Experience of Managing the school budget and financial processes	D
Ability to lead school self-evaluation and to develop and implement a plan for school improvement	E
Experience of managing the upkeep of the school buildings and facilities to ensure they meet the needs of the pupils and staff and are compliant with health and safety regulations.	D

In addition, the successful candidate must be willing to uphold the ethos and policies of the school, including the commitment to safeguarding and promoting the welfare of children and young people.



Advertisement appears	Tuesday 3rd September
Candidates visit the school	From Monday 9 <sup>th</sup> September
Closing date for applications	Monday 23rd September 2024 10.00 a.m.
Shortlisting	Monday 30 <sup>th</sup> September
Interviews (Proposed)	Monday 7 <sup>th</sup> and Tuesday 8 <sup>th</sup> October

Completed applications, no more than three sides of A4 (minimum font size 12), addressing the person specification should be returned by e-mail to [alejandra.escudero@campsbourne.haringey.sch.uk](mailto:alejandra.escudero@campsbourne.haringey.sch.uk)

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## Safeguarding:

- Campsbourne Primary School and the local authority are committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment
- The successful candidate will have to meet the requirements of the person specification and will be subject to pre-employment checks including a health check, an enhanced DBS check and satisfactory references.
- All short-listed candidates will have online searches carried out as part of the recruitment process.
- Campsbourne Primary School actively promotes the core British Values defined by the Department for Education as: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- The school is an Equal Opportunity Employer committed to the promotion of equal opportunities and diversity.

