



HEADTEACHER APPLICATION PACK

SEPT 2026



Permanent Headteacher | Start January 2027

Ambitious • Brave • Caring

Moorland Road Brixton London SW9 8UE 020 3989 5650 www.hillmead.org



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Vacancy summary

POST	Headteacher
CONTRACT	Permanent and full time
SALARY	L15-L21 (£88,496 – £94,491 subject to the Sept 26 Teacher pay increase,
START DATE	January 2027
CLOSING DATE	Noon on Friday 2 October 2026
INTERVIEWS	Tuesday 13 and Wednesday 14 October 2026



WELCOME FROM THE CHAIR OF GOVERNORS

SEPT 2026

Dear Applicant,

May I thank you for your interest in becoming the next Headteacher of Hill Mead Primary School. We are pleased that you are considering leading our school at this important moment in our school's journey.

Hill Mead is a small, vibrant primary school in the heart of Brixton, rooted in the rich cultural, linguistic and social diversity of the families we serve. Our children bring energy, curiosity and character to school every day, and they thrive when they feel known, listened to and inspired. The staff team know our community well and work with deep commitment to ensure every child feels safe, confident and proud of who they are.

The school has made rapid and significant progress since September 2024. Leaders and colleagues have worked with clarity and consistency to strengthen curriculum sequencing, assessment, teaching, inclusion, behaviour and governance. Our recent Key Stage 2 outcomes show the impact of this work and provide a strong foundation for the next phase of improvement. We are determined to sustain this momentum and to secure consistently high-quality practice across the school.

Our values — Ambitious, Brave, Caring — guide everything we do. They are lived out through our 5Cs: Community, Collaboration, Challenge, Creativity and Connection. These shape how we learn, how we work together and how we support our children to achieve their best. We are proud of Hill Mead's strong sense of belonging, its inclusive ethos and its deep community roots.

We are now seeking a Headteacher who will build on the progress already made, lead with clarity and compassion, and work closely with governors, staff, families and partners to secure the very best outcomes for every child. You will find a committed staff team, a governing board with a clear strategic focus, and a community that values the school and wants it to succeed.

We warmly encourage you to visit Hill Mead, meet our pupils and colleagues, and experience the character of our school for yourself. If you would like to arrange a visit or an informal conversation, please contact our School Administrative Officer, Helen Doyle, on 020 3989 5650 or recruitment@hillmead.org.

We look forward to learning more about your vision for leading Hill Mead into its next chapter.

Jamie Rawle
Chair of the Hill Mead Primary School Governing Board





KEY FACTS ABOUT OUR SCHOOL

SEPT 2026



AGE RANGE	3 to 11
SCHOOL TYPE	Maintained community primary school
LOCAL AUTHORITY	London Borough of Lambeth
LOCATION	Moorland Road, Brixton, London SW9 8UE
ORGANISATION	Eight classes including EYFS
PUPILS ON ROLL	199
SCHOOL CAPACITY	270 including Nursery
PUPIL PREMIUM	51%
ENGLISH AS AN ADDITIONAL LANGUAGE	55%
SEND AND EHCPs	30%
OFSTED	Requires improvement June 2024

Key Stage 2 outcomes

Academic year	Cohort	Reading	Writing	Mathematics	Combined
2024 to 2025	32	81.3%	75%	81.3%	69%
2025 to 2026	36	86%	75%	81%	72%

Greater depth in 2025 to 2026: Reading 28% | Writing 6% | Mathematics 19%

These outcomes provide clear evidence of rapid improvement in pupil achievement since September 2024.



Our school

Hill Mead is a small community primary school in Brixton. Our pupils and families reflect the cultural and linguistic diversity of Lambeth. A high proportion of pupils are disadvantaged, speak English as an additional language or have special educational needs and disabilities. Leaders and staff know the children and families well, and the school works closely with local services and community partners.

The school is completing its transition to one form of entry. Its Victorian building, eight classes and strong local links give Hill Mead a distinctive community feel. Our values - Ambitious, Brave and Caring - describe who we are. Our 5Cs - Community, Collaboration, Challenge, Creativity and Connection - are the drivers that show how we live those values and how we learn.

Our improvement journey

Hill Mead was judged to require improvement following its inspection on 4 and 5 June 2024. Ofsted found that the curriculum did not consistently identify the important knowledge and skills pupils should learn or the sequence in which they should learn them. Assessment did not routinely give teachers a secure picture of what pupils knew and could do, and oversight of the quality of education and SEND provision was not sufficiently robust. Behaviour and attitudes, personal development, early years and safeguarding were recognised as strengths.

Since September 2024, leaders and staff have worked with greater clarity and consistency to strengthen curriculum sequencing, assessment, teaching, inclusion, behaviour and governance. The improved Key Stage 2 outcomes reflect the impact of this work and provide a strong foundation for the next phase.

Our ambition is for every pupil to achieve the expected standard or above, with national outcomes as the minimum benchmark. The next Headteacher will build on the progress already made, secure consistent practice across the school and work with governors and the community to shape and sustain Hill Mead's continuing improvement.

What the school offers

- Pupils with energy, character and a strong sense of belonging.
- A committed staff team who understand the school and its community.
- A clear improvement journey with stronger pupil outcomes.
- Established partnerships across Lambeth and beyond.
- The opportunity to lead a small school with strong community roots.



PUPIL VOICE

"Hill Mead feels like a family. The adults know us, listen to us and help us to do our best."

"I am proud of our school because everyone is welcome and we help one another."

STAFF VOICE

"There is a renewed sense of purpose at Hill Mead. We are working together with greater consistency and a shared commitment to improving outcomes for every child."

"What makes Hill Mead special is its community. Staff know the children and families well and are determined to give every pupil the best possible opportunities."

PARENT VOICE

"Hill Mead is a welcoming and inclusive school where families feel known, listened to and supported."

"The staff genuinely care about the children. They help them feel safe, confident and ambitious about what they can achieve."

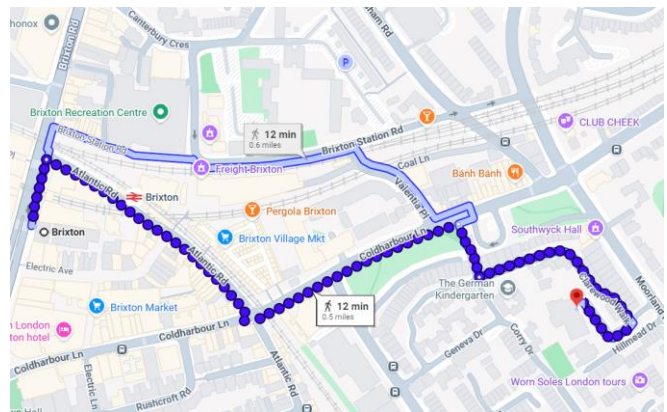
EXTERNAL PROFESSIONAL VOICE

"The scale, pace and impact of this work are particularly noteworthy, reflecting strong leadership, clear strategic direction and a disciplined approach to implementation."

DfE School Management and Resource Adviser
Review, June 2026



How to find us



Hill Mead Primary School | Moorland Road | Brixton | London SW9 8UE | 020 3989 5650 | www.hillmead.org

Public transport: Brixton Underground and National Rail stations; Loughborough Junction station.



JOB DESCRIPTION PART 1

SEPT 2026

Job Description



JOB TITLE	Headteacher
SCHOOL	Hill Mead Primary School
SALARY	L15-L21*(£88,496 – £94,491 subject to the Sept 26 Teacher pay increase)

The job description should be read alongside the range of duties and responsibilities of Headteacher as set out in Part 7 of the annual Teachers' Pay and Conditions Document (2025), pages 45 to 47. Candidates will be expected to have considered these in relation to Hill Mead Primary School.

1. Shaping the Future

- 1.1 To ensure the vision for the school is clearly articulated, shared, understood, and acted upon effectively by all.
- 1.2 To work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement
- 1.3 To demonstrate the vision and values in everyday work and practice.
- To motivate and work with others to create a shared culture and positive climate
- To ensure creativity, innovation, and the use of appropriate new technologies to achieve excellence.
- To ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.
- To ensure effective strategic execution by delegating and empowering staff at all levels, fostering a clear line of sight between the strategic vision and daily operational duties.
- To practice contextual and empathic leadership, demonstrating a reflective approach that adapts style based on stakeholder feedback, avoiding "cookie-cutter" solutions in favour of diagnostic decision-making.

2. Leading Learning & Teaching

- 2.1 To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- 2.2 To ensure that learning is at the centre of strategic planning and resource management
- 2.3 To establish creative, responsive, and effective approach to learning and teaching
- 2.4 To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- 2.5 To demonstrate and articulate high expectations and set stretching targets for the whole school community.
- 2.6 To implement strategies which secure high standards of behaviour and attendance
- 2.7 To determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- 2.8 To take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- 2.9 To monitor, evaluate and review classroom practice and promote improvement strategies.
- To challenge underperformance at all levels and ensure effective corrective action and follow-up.

- To determine, organise, and implement aspiration-building opportunities (including mentoring, role models, and career guidance) to expand pupils' life possibilities and mitigate the effects of poverty.
- To ensure the curriculum and resource management includes targeted and sufficient provision (such as ESOL) to meet the diverse language needs of pupils and parents.



Job Description continued

3. Developing Self and Working with Others

- To treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- To build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- To develop and maintain effective strategies and procedures for staff induction, professional development, and performance review.
- To ensure effective planning, allocation, support, and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- To acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- To develop and maintain a culture of high expectations for self and for others and to take appropriate action when performance is unsatisfactory.
- To regularly review own practice, set personal targets and to take responsibility for own personal development.
- To manage own workload and that of others to allow an appropriate work/life balance.
- To lead the strategic, long-term development of all staff, including succession planning, ensuring staff performance builds internal capacity for future leadership.
- To establish and sustain a high-performance culture by creating the optimal environment and systems for continuous staff development, accountability, and outstanding professional practice.

4. Managing the Organisation

- To create an organisational structure which reflects the school's values, and enable the management systems, structures, and processes to work effectively in line with legal requirements.
- To produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- To ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies, and initiatives.
- To manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- To recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school.
- To implement successful performance management processes with all staff
- To manage and to organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- To ensure that the range, quality, and use of all available resources is monitored, evaluated, and reviewed to improve the quality of education for all pupils and provide value for money.
- To use and integrate a range of technologies effectively and efficiently to manage the school.
- To develop and implement a financial strategy that includes proactive forecasting and robust variance monitoring, with a focus on maximising resources through fundraising and income generation.
- To manage the school's finances effectively through periods of financial decline or resource constraint, including experience with successful staffing reviews, reductions, and associated union/staff engagement.
- To create strategic partnerships to secure external funding, grants, and enrichment programmes (e.g., arts, sports, STEM) that ensure pupils have access to high-quality cultural and academic exposure, regardless of socio-economic background.
- To work in a collaborative and forward-thinking partnership with the School Business Manager (SBM), ensuring strategic delegation of management tasks to focus the Headteacher on core leadership goals.



Job Description continued

5. Securing Accountability

- To fulfil commitments arising from contractual accountability to the governing body
- To develop a school ethos which will enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To ensure individual staff accountabilities are clearly defined, understood, and agreed and are subject to rigorous review and evaluation.
- To work with the governing body (providing information, objective advice, and support) to enable it to meet its responsibilities.
- To develop and present a coherent, understandable, and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- To reflect on personal contribution to school achievements and to take account of feedback from others.

6. Strengthening Community

- To build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- To create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- To ensure learning experiences for pupils are linked into and integrated with the wider community.
- To ensure a range of community-based learning experiences
- To collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- To create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- To seek opportunities to invite parents and carers, community figures, businesses, or other organisations into the school to enhance and enrich the school and its value to the wider community.
- To contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- To co-operate and work with relevant agencies to protect children.
- To champion and embed a culture of anti-racist education and inclusive practice across all school operations, actively working to tackle structural inequalities and challenge prejudice.
- To ensure all school policies and daily practices demonstrate cultural competence and sensitivity to religious observance and diverse cultural backgrounds of pupils, staff, and families.
- To ensure the school's strategic direction is supported by leveraging a strategic stakeholder network to gain critical insight for continuous school improvement.
- To cultivate strong partnerships with parents and carers, developing specific strategies to overcome language and cultural barriers that may limit family engagement in their child's learning.
- To ensure the school provides targeted mental health and wellbeing support, collaborating with external agencies to address the impact of trauma, instability, or financial stress on pupils and their families.
- To implement discipline policies that are fair, restorative, and consistent, ensuring equity and actively monitoring data to eliminate disproportionality in sanctions and exclusions, particularly for minority groups.

7. Equal Opportunities

- 7.1 To implement the Council's Equal Opportunities Policy and work actively to overcome discrimination on the grounds of race, gender, disability, sexuality or status in the Council's service.
- 7.2 To take responsibility, appropriate to the post for tackling unlawful discrimination amongst all groups in line with the Equalities Act 2010.

8. Safeguarding

- To understand and comply with the statutory guidance regarding safeguarding of children always ensuring the safeguarding and promotion of children's welfare.

- To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority

9. Health and Safety

- 9.1 In carrying out the tasks in this job description you have a duty (under Health & Safety legislation) to take reasonable care for the health and safety of yourself and that of others. This implies taking positive steps to monitor and maintain a safe and secure working environment. It is expected that whilst maintaining an effective and efficient working environment you will comply with safety rules and procedures and ensure that nothing you do, or fail to do, puts yourself or others at risk. This includes contributing to a safe and secure environment for the school community.

10. Data Protection

- To work with and process personal and sensitive information in accordance with the Data protection Act and the General Data Protection regulations 2018.
- When working with computerised systems to be always completely aware of responsibilities under the Data Protection Act 2018 for the security, accuracy, and significance of personal data held on such systems ensuring that school is compliant in processing all relevant data.



Person Specification

Qualifications

Criterion
Undergraduate Degree, Qualified Teacher Status (QTS), Postgraduate Certificate (PGCE) or School Centred Initial Teacher Training (SCITT)

Experience

Criterion
Significant and extensive experience in developing and executing a comprehensive financial strategy, including proactive forecasting, variance monitoring, and a demonstrable track record in fundraising and income generation to maximise resource potential.
Significant and extensive experience managing school finances in the context of reducing pupil numbers or financial deficit, with a proven ability to lead necessary staff reorganisations and engage effectively with unions.
Significant and extensive experience in securing external funding and grants through strategic partnerships to directly enhance and enrich the curriculum for all pupils, ensuring access to cultural and academic exposure.
Significant and extensive experience working in a collaborative and forward-thinking partnership with a School Business Manager (SBM), ensuring strategic delegation of management tasks to allow the Headteacher to remain focused on core leadership goals.
Significant and extensive experience in the strategic, long-term development of all staff, including succession planning and the effective management of performance to build staff capacity.
Significant and extensive experience in establishing a sustainable high-performance culture, demonstrating success in creating the environment that drives continuous improvement and excellence across all staff teams.
Significant and extensive experience in strategic execution through delegation and staff empowerment, demonstrating the ability to translate the "big picture" into achievable objectives across the organisation.
Significant and extensive experience demonstrating contextual leadership and reflective practice, with a proven ability to adapt approach based on deep diagnostic understanding of the current school state and empathetic stakeholder input.



Person Specification continued

Experience continued

Criterion
Significant and extensive experience in designing and implementing aspiration-building opportunities (including mentoring, role models, and career guidance) to expand pupils' life possibilities and mitigate the effects of poverty.
Significant and extensive experience in ensuring the curriculum and resource management includes targeted and sufficient provision (such as ESOL) to meet the diverse language needs of pupils and parents.
Significant and extensive experience in fostering a whole-school commitment to anti-racist education and leading effective strategies for tackling structural inequalities within the school and community context.
Significant and extensive experience in developing and implementing school policies that demonstrate high levels of cultural competence and sensitivity to religious practices and diverse observance needs.



Person Specification continued

Experience continued

Criterion
Significant and extensive experience in leveraging a strategic stakeholder network to gain critical insight for continuous school improvement and to effectively support the school's long-term strategic direction.
Significant and extensive experience in cultivating strong partnerships with parents and carers, developing specific strategies to overcome language and cultural barriers that may limit family engagement in their child's learning.
Significant and extensive experience in ensuring the school provides targeted mental health and wellbeing support, collaborating with external agencies to address the impact of trauma, instability, or financial stress on pupils and their families.
Significant and extensive experience in implementing discipline policies that are fair, restorative, and consistent, with a focus on eliminating disproportionality in sanctions and exclusions for minority groups.



Person Specification continued

1. Shaping the Future

Criterion
Knows about: Local, national, and global trends; Ways to build, communicate and implement a shared vision.; Strategic planning processes; Strategies for communication both within and beyond the school; New technologies, their use and impact; Leading change, creative and innovation
Is committed to: A collaborative school vision of excellence and equity that sets high standards for every pupil.; The setting and achieving of ambitious, challenging goals and targets.; The use of appropriate new technologies; Inclusion and the ability and right of all to be the best they can be.
Is able to: Think strategically, build, and communicate a coherent vision in a range of compelling ways.; Inspire, challenge, motivate and empower others to carry the vision forward.; Model the values and vision of the school.

2. Leading Learning and Teaching

Criterion
Knows about: Strategies for raising achievement and achieving excellence.; The development of a personalised learning culture within the school; Models of learning and teaching; The use of new and emerging technologies to support learning and teaching.; Principles of effective teaching and assessment for learning; Models of behaviour and attendance management; Strategies for ensuring inclusion, diversity and access.; Curriculum design and management; Tools for data collection and analysis; Using research evidence to inform teaching and learning.; Monitoring and evaluating performance; School self evaluation; Strategies for developing effective teachers.
Is committed to: Raising standards for all in the pursuit of excellence; The continuing learning of all members of the school community; The entitlement of all pupils to effective teaching and learning; Choice and flexibility in learning to meet the personalised learning needs of every child.
Is able to: Demonstrate personal enthusiasm for and commitment to the learning process.; Demonstrate the principles and practice of effective teaching and learning.; Access, analyse and interpret information.; Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement.; Acknowledge excellence and challenge poor performance across the school.



Person Specification continued

3. Developing Self and Working with Others

Criterion

Knows about: The significance of interpersonal relationships, adult learning, and models of continuing professional development (CPD); Strategies to promote individual and team development.; Building and sustaining a learning community; The relationship between managing performance, CPD and sustained school improvement; The impact of change on organisations and individuals

Is committed to: Effective working relationships; Shared leadership; Effective team working; Continuing professional development for self and all others within the school

Is able to: Foster an open, fair, equitable culture and manage conflict.; Develop, empower, and sustain individuals and teams.; Collaborate and network with others within and beyond the school.; Challenge, influence and motivate others to attain high goals.; Give and receive effective feedback and act to improve personal performance.; Accept support from others including colleagues, governors, and the LA.



Person Specification continued

E = Essential D = Desirable

4. Managing the Organisation

Criterion
Knows about: Models of organisations and principles of organisational development; Principles and models of self-evaluation; Principles and practice of earned autonomy.; Principles and strategies of school improvement; Project management for planning and implementing change.; Policy creation, through consultation and review; Informed decision-making; Strategic financial planning, budgetary management, and principles of best value; Performance management; Personnel, governance, security, and access issues relating to the diverse use of school facilities.; Legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment legislation; The use of new and emerging technologies to enhance organisational effectiveness
Is committed to: Distributed leadership and management; The equitable management of staff and resources; The sustaining of personal motivation and that of all staff; The developing and sustaining of a safe, secure, and healthy school environment; Collaborating with others to strengthen the school's organisational capacity and contribute to the development of capacity in other schools.
Is able to: Establish and sustain appropriate structures and systems.; Manage the school efficiently and effectively on a day-to-day basis.; Delegate management tasks and monitor their implementation.; Prioritise, plan, and organise themselves and others.; Make professional, managerial, and organisational decisions based on informed judgements; Think creatively to anticipate and solve problems.

5. Securing Accountability

Criterion
Knows about: Statutory educational frameworks, including governance.; Public services policy and accountability frameworks, including self evaluation and multi-agency working.; The contribution that education makes to developing, promoting, and sustaining a fair and equitable society.; The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance; The principles and practice of quality assurance systems, including school review, self-evaluation, and performance management.; Stakeholder and community engagement in, and accountability for, the success and celebration of the school's performance
Is committed to: Principles and practice of school self evaluation; The school working effectively and efficiently towards the academic, spiritual, moral, social, emotional, and cultural development of all its pupils.; Individual, team and whole-school accountability for pupil learning outcomes
Is able to: Demonstrate political insight and anticipate trends.; Engage the school community in the systematic and rigorous self-evaluation of the work of the school.; Collect and use a rich set of data to understand the strengths and weaknesses of the school.; Combine the outcomes of regular school self-review with external evaluations in order to develop the school.



Person Specification continued

E = Essential D = Desirable

6. Strengthening Community

Criterion

Knows about: Current issues and future trends that impact on the school community.; The rich and diverse resources within local communities – both human and physical; The wider curriculum beyond school and the opportunities it provides for pupils and the school community.; Models of school, home, community, and business partnerships; The work of other agencies and opportunities for collaboration; Strategies which encourage parents and carers to support their children's learning; The strengths, capabilities, and objectives of other schools

Is committed to: Effective teamwork within the school and with external partners; Work with other agencies for the well-being of all pupils and their families; Involvement of parents and the community in supporting the learning of children and in defining and realising the school vision; Collaboration and networking with other schools to improve outcomes.

Is able to: Recognise and take account of the richness and diversity of the school's communities; Engage in a dialogue which builds partnerships and community consensus on values, beliefs, and shared responsibilities.; Listen to, reflect, and act on community feedback.; Build and maintain effective relationships with parents, carers, partners, and the community, that enhance the education of all pupils.

7. Safeguarding

Criterion

Criterion Evidence of a commitment to safeguarding and promoting the welfare of children and young people.



HOW TO APPLY

SEPT 2026

How to apply



If you have the experience, ambition and passion to lead Hill Mead into its next chapter, please apply using the application form and supporting statement. Your supporting statement should address the person specification and explain how your experience prepares you to lead our diverse, inclusive inner-city school.

RECRUITMENT CONTACT	Helen Doyle
TELEPHONE	020 3989 5650
EMAIL	recruitment@hillmead.org
APPLICATION FORM	
CLOSING DATE	Noon on Monday 5 th October 2026
SHORTLISTING	Tuesday 6 th October 2026
INTERVIEWS	Tuesday 13 th October 2026
START DATE	January 2027

School visits

School visits are strongly encouraged. To arrange a visit, please contact Helen Doyle on 020 3989 5650 or email recruitment@hillmead.org.

Safeguarding and pre-employment checks

Lambeth Council and Hill Mead Primary School are committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and external agencies to share this commitment. The successful candidate will be required to apply for an enhanced Disclosure and Barring Service check and complete all other required safer-recruitment checks.

