



HEADTEACHER APPLICATION PACK

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CHAIR OF GOVERNORS' LETTER

Dear Applicant,

On behalf of the Board of Governors at Alperton Community School, I thank you for considering the position of Headteacher at our school.

Alperton Community School is a large secondary school with over 1,900 students spread across two sites. We are popular with local parents and are oversubscribed for Year 7 entry. Our Lower School is based in an award-winning state-of-the-art modern building which opened in 2018, whilst our Upper School is based in a magnificent pre-war building, having undergone significant refurbishment in recent years.

Our most recent Ofsted inspection graded our school as “Good with outstanding leadership and management”. Our 2023 examination results place our school in the “well above average” category for Progress 8, and we recently featured in The Sunday Times best state schools.

Our ethos is that **every child matters**, and through our school motto “**Aspire, Commit, Succeed**” we aim to ensure our students have the best provision so that they can be successful in their chosen path.

Our school is at the heart of a diverse and vibrant community, with our students coming from a wide range of backgrounds and abilities. Our students contribute to making the community a better place and we are very proud of them, as they are proud of the school.

As a single academy trust, the successful applicant will be supported and challenged by an engaged governing board to shape the strategic direction for the school. Many of our board members are former students of the school who live in the local community, including myself, and we share a common passion for the continued success and development of the school.

This is a unique opportunity to lead a large and successful school. We seek a Headteacher who will curate and deliver the future strategic direction of the school and shares the school's ethos and the boards, unwavering commitment to ensure our students achieve their potential. You will also provide inspiring leadership and vision to staff, students, parents/carers and the wider school community, and ensure the continued success of our school.

Again, thank you for your interest and I hope you are inspired to visit our school before submitting your application.

Yours faithfully,



Vijesh Patel, Chair of Governors

ALPERTON COMMUNITY SCHOOL VISION & VALUES

OUR VISION

Alperton Community School aspires:

- To provide every student with an outstanding education within a supportive, vibrant and stimulating learning environment.
- To provide a caring, supportive community embracing all cultures and beliefs.
- To enable every student to reach their full academic and personal potential by instilling a passion for learning.
- To nurture every student to become a successful adult who will impact positively on their local community and society as a whole.



OUR VALUES

We will provide a supportive and vibrant learning environment for all cultures, are passionate about learning, and ambitious for all of our students to be the best they can be.

Together, we **ASPIRE**... together, we are:

Ambitious We will nurture each of our students to become successful adults who will impact positively on their local community and society as a whole.

Supportive We will provide a supportive, vibrant and stimulating learning environment.

Passionate We will imbue each of our students with a passion for learning.

Inspirational We will inspire each of our students to be the best they can be.

Respectful We are highly inclusive, embrace all cultures and beliefs and have a strong sense of community.

Egalitarian We believe in the principle that all people are equal and deserve equal rights and opportunities.



OUR MISSION

We will nurture and inspire each and every student in our community to fulfil their academic and personal ambitions, by delivering outstanding education with the utmost commitment and passion. In order to fulfil our mission, we expect our students to be Ready, Respectful, Responsible and Resilient.

Ready

- With the highest possible attendance
- On time for every lesson
- Prepared for every lesson
- In full school uniform or following the school dress code
- With no food or drinks in lessons (except bottled water)

Respectful

- Treat others with the respect you would expect to be treated with
- Follow all instructions diligently when requested
- Listen to what other people say and speak politely to others
- Take care of each other, the buildings and all equipment

Responsible

- Follow all rules to keep yourself and others safe
- Be in control of your actions and do the right thing
- Own up to mistakes and make them right. If you are wrong, then own up, apologise and move on

Resilient

- Have a GROWTH mind-set: your brain gets stronger by making it work
- View a difficulty as a challenge
- Learn from your mistakes so you don't make them again
- Pay particular attention to feedback and learn from others
- Set your own goals and work hard to attain them



SCHOOL PRIORITIES



School Strategic Priority

CURRICULUM	Revise KS3, KS4 and KS5 curriculum so that all content is resourced using the most recent research and how students learn and retain knowledge.
	Ensure good outcomes and student numbers on KS4 and KS5 courses.
	A catch-up curriculum for students who are not meeting the curriculum end point.
	Improve the after-school/lunchtime curriculum offer resulting in an increase in student numbers.
	Every subject curriculum includes opportunities to read a rich variety of appropriately challenging texts.
ASSESSMENT	Termly data across all key stage groups is used to co-ordinate interventions.
	Effectiveness of current data analysis tools.
	Standard Non-Examination Assessment (NEA) procedures established and adhered too.
	Introduction of subject assessment mark sheets on Bromcom.
TEACHING & LEARNING	Quality First Teaching continues to improve with teachers consistently and successfully implementing the principles of responsive teaching.
	Improve the quality of feedback given to students during lesson time.
	At every Key Stage, teachers use the Alperton Quality Standards to set high expectations for the completion of work.
	Ensure that staff, students and parents are clear about expectations regarding the need for frequency, quality and method of recording homework.
	Teachers know and successfully implement strategies to develop students' skill at reading.
	Teachers have high expectations for quality classroom talk and use the Voice 21 Oracy Benchmarks to give feedback on students' spoken work.
LITERACY	Develop reading as a pleasure, with more students visiting the library outside of lesson times.
	Clear and accurate assessment of reading to determine appropriate interventions.
	EAL students are monitored to ensure progress using Bell resources.

WHAT PEOPLE SAY ABOUT THE SCHOOL

“ Leaders’ expectations of all pupils are high. They have ensured that pupils study a broad range of subjects. ”

Ofsted 2021



“ Thank you to all teachers at Alperton for supporting and encouraging my two children over the years. Your hard work and commitment are highly appreciated. ”

ACS Parent

“ The teachers are very caring, supportive and always go the extra mile to create the best opportunities for us and a perfect atmosphere for learning and personal development. ”

Year 9 Student

“ It was an honour and privilege to contribute to our school. What an amazing school you have – I was really impressed by the excellent educational facilities you have and by your wonderful students and the new building. ”

ACS Alumni Testimonials

KEY INFORMATION

Status	Single Academy Trust
Last Ofsted	2021
Ofsted Judgement	Good
Planned Admission Number (PAN)	324
Type of School	Mixed comprehensive
Number of Students on Roll	1,951
Number of Students in Sixth form	320
Percentage of SEND Students	11%
Percentage of EAL Students	94%
Percentage of Pupil Premium Students	20%
School Website	https://www.alperton.brent.sch.uk/



HEADTEACHER JOB DESCRIPTION

Responsible to: The Chair of Governors

Salary range: Enhanced Inner London Leadership Scale L37 - L47 (£123,168 - £151,035)

Start date: 1 September 2024

Key aspects of the role include:

- Being the 'standard bearer' for the vision, values and ethos of for Alperton Community School
- Fostering a culture of continuous improvement, based on the school's solid foundation, underpinned by effective systems and high professional standards, in order to attain excellence in every aspect of the school's provision
- Fostering a culture and ethos where 'every child matters' and can reach their individual potential
- Supporting the Governors with the future strategic development of the school.

Ethics and professional Conduct

The Headteacher is expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. The Headteacher will at all times uphold and demonstrate the Seven Principles of Public Life (known as the Nolan Principles).

Legal requirements

The Headteacher is required to carry out all the statutory duties and the professional contractual responsibilities as identified in the School Teachers' Pay and Conditions Document (STPCD).

I. SCHOOL CULTURE

- Sustain the school's ethos, vision and strategic direction in partnership with the Governing Body and the school community.
- Create a culture where students experience a positive and enriching school life, enabling students to perform at their best.
- Uphold and deliver ambitious education standards which prepare students from all backgrounds for their next phase of education.
- Uphold fundamental British values, including democracy, the rule of law, individual and mutual respect and tolerance of those with different cultures, faiths and beliefs.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff expectation.
- Promote and support the well-being of students and staff.

2. PRINCIPAL ASPECTS OF THE ROLE

- Promoting the School Vision, culture and leading change
- Leading teaching and learning, curriculum and assessment
- Leading and managing staff and students
- Efficient and effective deployment of staff and resources
- Strong financial management
- Strengthening community links
- Safeguarding
- Accountability
- Health and Safety

3. LEADERSHIP

- Creating a culture of high performance and continuous improvement that encourages ideas and contributions from staff and values the achievements of individuals and teams.
- Ensures the vision, ethos and values of the school are clear and communicated effectively so that they are implemented through the work of the senior leadership team.
- Develop the aims and strategic objectives of the school.
- Develop and establish the school's policies and systems, monitoring progress and ensuring consistency throughout the school.
- Research and anticipate future developments in education, ensuring the senior leadership team is informed and involved in discussions about national policies and proposals.
- Monitor, evaluate and continuously improve the quality of teaching and learning.
- Develop systems and structures to support the personal development and well-being of all students, ensuring equal opportunities are available for all.
- Develop and monitor the school's behaviour policy, promoting common high standards and managing processes for suspensions or permanent exclusions.
- Ensuring effective safeguarding systems, processes and behaviours are established and maintained.
- Developing strategies and systems to recruit and retain staff of the highest quality.
- Managing and deploying staff to maximise educational impact.
- Ensuring effective induction, continuing professional development and robust performance management processes for all staff.
- Creating and maintaining good working relationships with all staff.
- Leading succession planning for middle and senior leaders.
- Regularly reviewing their own practices and taking responsibility for their own personal development.



4. CONTINUOUS SCHOOL IMPROVEMENT

- Accounting for the efficiency and effectiveness of the school to the Governors and others, including students, parents, staff and the local community.
- Be responsible for the production, monitoring and evaluation of the school's Self Evaluation Form (SEF) and School Development Plan (SDP).
- Modelling innovative approaches to school improvement, leadership and governance.

5. TEACHING, CURRICULUM AND ASSESSMENT

- Maintain a comprehensive knowledge and understanding of trends and developments in curriculum and assessment and brief the Governing Body appropriately.
- Take overall responsibility on behalf of the Governing Body for the school's curriculum policy and for the quality of teaching and learning.
- Be responsible for determining, implementing and reviewing the curriculum, ensuring breadth, balance and relevance to all students.
- Ensuring a consistent and continuous focus on students' achievements using data and benchmarks to rigorously monitor progress of every student.
- Ensure the planning of the school's timetable is effective and efficient.
- Sustain high-quality, expert teaching across subjects and key stages, built on evidence-informed understanding of effective teaching and how students 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 and summative assessment.

6. SAFEGUARDING

- Ensuring that Alperton Community School is safe for all students and staff.
- Actively promoting the health and well-being of all students and expecting all staff and volunteers to share and demonstrate this commitment.
- Ensuring that the school complies with any Local Safeguarding arrangements.
- Ensuring that safeguarding policies and procedures are compliant with Keeping Children Safe in Education and that these are fully understood and implemented by all staff.
- Actively promoting the safeguarding and well-being of students and staff whilst on the school site and when involved in school activities.
- Appreciate the importance of a work-life balance for all staff and self and develop this through continuing professional development.

7. ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable students 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 students, providing support and adaptation where appropriate.
- Ensure that the school fulfils its statutory duties with regard to the SEND code of practice.

8. BEHAVIOUR

- Establish and sustain high expectations of behaviour for all students, built upon strong positive relationships, rules and routines, which are understood by all staff and students.
- Ensure high standards of behaviour and courteous conduct in accordance with the school's behaviour policy which is understood by parents and carers.
- Implement fair, consistent and respectful approaches to behaviour management.
- Ensure that all adults within the school model and teach the behaviour of a good citizen.

9. ALPERTON COMMUNITY SCHOOL IN THE COMMUNITY

- Act as the public face of the school.
- Promote good relations through effective communication with parents/carers and the local community.
- Establish and develop effective links, liaison and collaboration with other schools, the local authority and agencies.
- Seek opportunities to involve parents/carers, community figures, businesses and other organisations in the life and work of the school and build opportunities for students to contribute to the community.
- Ensure the school is fully subscribed by fostering links with local primary schools.

10. GOVERNANCE

- Provide information and objective advice to the Governing Body and support them to meet their statutory, governance and leadership responsibilities, including regarding the implications and opportunities of national and local educational policy and context.
- Provide the Governing Body with written reports about the performance of the school including analysis focused upon helping the Governing Body understand key issues and take decisions as required.
- Understand and welcome the role of effective governance at different levels, upholding its obligation to hold the Head to account, and accept appropriate challenge in pursuit of achieving sustained school improvement and excellent outcomes for all students.
- Establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Work with and be accountable to the Governing Body in the preparation of policy and planning and contributing to the strategic vision of the school.
- Be responsible for the production, monitoring, evaluation and review of the school self-evaluation and school development plan.



II. FINANCIAL PLANNING AND RESOURCE MANAGEMENT

- Take overall responsibility with the Governing Body for the school's delegated budget and resources and ensure that these are effectively administered and controlled.
- Ensure that effective teaching and learning is at the heart of all strategic planning and resource allocation.
- Lead prudent short, medium and long-term financial planning for the school.
- Ensure effective and efficient day to day management, organisation and administration of the school.
- Ensure compliance with the requirements of all relevant auditing, employment and health and safety legislation and guidance.
- Ensure effective deployment of resources to meet the school's education goals.

Note:

The Headteacher may be asked by the Governing Body to undertake other duties that are reasonably regarded as falling within the duties and responsibilities of the post. All duties are subject to review and job descriptions can change according to the needs of the school.



PERSON SPECIFICATION

	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
A	EDUCATION/ QUALIFICATIONS & PROFESSIONAL DEVELOPMENT			
1	Qualified Teacher Status (QTS)	✓		A
2	Degree or equivalent	✓		A
3	Substantial experience of senior leadership in a secondary 11-18 range specialist school at Headteacher or Deputy Headteacher level	✓		A
4	Evidence of further professional development	✓		A
5	Relevant higher qualification and/or NPQH		✓	A
6	Experience in more than one school		✓	A
7	Substantial experience of successful teaching at KS4 and KS5		✓	A
B	PROFESSIONAL QUALITIES, KNOWLEDGE AND EXPERIENCE			
8	Strategic leadership experience in an 11-18 secondary school at Deputy Headteacher or Headteacher level	✓		A, I, R
9	Knowledge of the characteristics of effective schools and strategies for maintaining high standards and achievement for all students	✓		A, I, R
10	Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement	✓		A, I, R
11	Experience in data analysis, data interpretation, target setting and benchmarking as well as the use of appropriate models and principles of effective learning and assessment for learning	✓		A, I, R
12	Knowledge of issues in the school curriculum and learning, including of wider current educational developments and educational research	✓		A, I, R
13	Evidence of leading significant change to improve opportunities and outcomes for students	✓		I, R
14	Knowledge and understanding of statutory requirements and experience of Child Protection, Safer Recruitment, Safeguarding and Prevent	✓		I
15	Knowledge and understanding of the key legal issues and experience relating to equality, diversity, inclusion, disability, health and safety, human rights and employment	✓		I

	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
16	Evidence of implementing strategies for raising progress, achievement and achieving excellence for students	✓		I, R
17	Principles and practices of quality assurance systems, including school review (internal and external), self-evaluation, school development planning and performance management	✓		A, I, R
18	Understanding of how schools collaborate with the wider community, including the local community, external partners, businesses and employers	✓		I
19	Set high standards and act as a role model to students and staff	✓		I, R
20	Sustain good relationships with the whole school community, including students, staff, parents and governors	✓		I, R
C	PUPILS AND STAFF			
21	Outstanding classroom practitioner with an excellent understanding of how students learn and the core features of successful class practice	✓		A, I, R
22	Ability to inspire and motivate students and staff	✓		A, I
23	Demand ambitious standards from all students, overcoming disadvantage and advancing equality	✓		A, I
24	Provide inspirational and effective leadership which challenges, motivates and empowers staff and parents to carry the school's vision forward	✓		I, R
25	Experience of positive behaviour management and developing a student focused, inclusive and effective learning environment	✓		A, I
26	Appreciate the importance of a work-life balance for all staff and self-development through continuing professional development	✓		A, I
27	Leadership of staff recruitment, retention and induction	✓		A, I
28	Experience in promoting and developing extracurricular activities in order to educate the whole child	✓		A, I
D	ACCOUNTABILITY			
29	Instilling a strong sense of accountability in staff for the impact of their work on student outcomes	✓		A, I

	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
30	Evidence of highly-developed skills of robust appraisal and performance management of all staff, recognising high performance and tackling underperformance through to resolution	✓		A,I
31	Experience of effective financial and resource management to achieve educational priorities, ensuring effective use of resources and value for money	✓		A,I
32	Proven experience of systematic, rigorous school self-evaluation, to inform school improvement planning and raise educational standards	✓		A,I
33	Ability to combine the outcomes of regular school self-review with external evaluations to develop the school further	✓		I
34	Understanding of the strategic role of the Board of Trustees and the Governing Body	✓		I, R
E	PERSONAL QUALITIES AND PROFESSIONAL ATTRIBUTES			
35	Ability to embrace, promote and demonstrate the Vision, Values and Ethos of the school	✓		I
36	Enthusiasm, resilience and an ability to work calmly and effectively under pressure	✓		I
37	Energy and a vision with which to inspire others	✓		I
38	Excellent time management, prioritisation and self-organisation skills	✓		I, R
39	Ability to delegate effectively	✓		I
40	Outstanding communication and interpersonal skills	✓		I
41	Effective leadership skills	✓		I, R
42	Ability to monitor, evaluate and review	✓		I, R

Key: A =Application I = Interview and Assessment Tasks R = References

THE PROCESS AND HOW TO APPLY

<p>Visits to the School</p>	<p>We strongly recommend that you visit the school before completing your application. Alternatively, if a school visit is not practicable, we can arrange an informal conversation with a member of the governing board at a mutually convenient time and date.</p> <p>Please contact Ms Gemma Kelly, HR Lead, on 020 8902 2038 or via g.kelly@alperton.brent.sch.uk to arrange a tour of the school or an informal conversation with a governor.</p>
<p>Application Form</p>	<p>Please use the Alperton Community School Headteacher Application Form and ensure that all required information is provided. Your personal statement, of no more than two sides of A4 paper, font Ariel size 11, should detail how your knowledge, skills and experiences meet the criteria on the Person Specification. Please note that CVs are not accepted.</p> <p>The completed form should be sent in confidence to Ms Gemma Kelly, g.kelly@alperton.brent.sch.uk. All confidential data, e.g. ethnicity data, will be removed before it is shared with the Governors' Appointment Panel.</p>
<p>References</p>	<p>Please make sure your referees are aware of your application and that they are able to provide a swift turn around.</p>
<p>Application Closing Date:</p>	<p>Monday 11 March 2024 at 12:00 noon</p>
<p>Shortlisting Dates:</p>	<p>Tuesday 12 and Wednesday 13 March 2024</p>
<p>Interview Dates:</p>	<p>Monday 25 and Tuesday 26 March 2024</p>
<p>Governors will decide at the end of Day 1 if further shortlisting is required before Day 2.</p>	