



Belmont School

**Headteacher
Candidate Pack**



<https://www.belmont.harrow.sch.uk/>

Belmont School, Hibbert Rd, Harrow Wealdstone, HA3 7JT

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**Belmont School is proud
to be a recognised
provider of Forest School.**



**Picture from Tree Dressing Day
2021**



Welcome to Belmont School



Dear Applicant

Thank you for showing an interest in becoming our new Headteacher at Belmont School. On behalf of the staff, governors and children, I would like to welcome you to our school which, since September 2009, has been at the heart of the diverse and harmonious community of Wealdstone, in the London Borough of Harrow.

We enclose a pack of information about the school and the job specification and we hope it will give you a taste of the school's current successes and our intentions for its future development.

Our Headteacher retired at the end of the summer term 2021, so we are looking to appoint a new Headteacher to begin at the start of the autumn term in 2022. In the interim, we have an Acting Headteacher at the helm of the school. In recent years, the school has evolved into a vibrant learning place where people are proud to work and children are happy to come to. We are looking for someone with the skills to continue this good work and the commitment to raise standards even further. In September 2009, Belmont School was created when Belmont First School and Belmont Middle School amalgamated.

Belmont is now a thriving and successful three-form entry primary school with a maximum capacity for 662 pupils ranging from 3 to 11 year olds. In 2020 an additionally resourced specialist SEN provision was established. Stargazers is here to support the whole school as well as provide outstanding additional support for children with special educational needs and disabilities (SEND).

We are a Rights Respecting School where individuals are treated with respect and dignity. We value uniqueness and diversity. Our ethos is underpinned by the shared understanding of wanting our pupils to thrive academically, socially and emotionally. We have confident pupils who know their rights, enabling them to become independent learners who thrive on challenge.

Our staff create a challenging, well-structured and effective approach to teaching and learning with the capacity to adapt approaches in response to individual learning needs. Our children are well-behaved, confident and courteous children who, through their spiritual, moral, social and cultural awareness, show that they uphold positive values and can contribute proudly to our modern British society.

Thus, we are looking for an inspirational leader for our school. The children, parents and carers are valued partners in everything the school does. You, together with staff and governors, will be central in helping us make our motto 'Belmont School is Stronger Together' come alive every day for our children. If you are someone who can provide visible leadership to the whole school community and to embody the school values, we want to hear from you. Safeguarding and maintaining the wellbeing of all children and staff, and ensuring that every student is able to achieve their potential, is key to our work. You will bring clear focus to how we can improve on what we already do and play a key role in the strategic and future development of Belmont School.

We look forward to hearing from you soon.

Yours sincerely,

Manji Kara

Chair of Governors

School:	Belmont School
Pay range:	Salary Grade: Leadership Scale L22-L28 (depending on experience)
Start Date:	1st September 2022
Application Closing Date:	28th January 2022, 9:00 am
Interview Date:	23 rd & 24 th February 2022

Key Facts About Belmont School

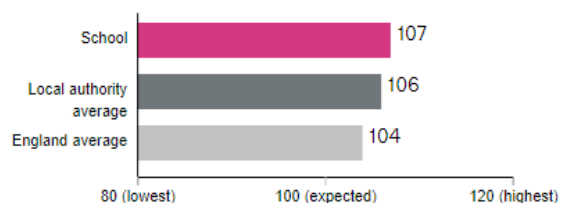
Age Range	3 to 11
Location:	North-West London, South-Central England
Local Authority:	Harrow
School Type	Community School
Gender of entry:	Mixed
Ofsted Rating:	Outstanding
Children on-roll:	654
Provision	Primary School with Nursery and Severe Learning Disability Unit

Data below obtained from the Department for Education and was obtained in 2019.

Progress score in reading, writing and maths

Reading	Writing	Maths
Average 0.5	Average 0.4	Above average 1.6

Average score in reading



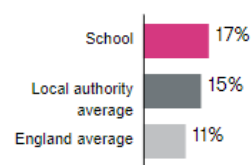
Average score in maths



Pupils meeting expected standard in reading, writing and maths



Pupils achieving at a higher standard in reading, writing and maths



About Belmont School

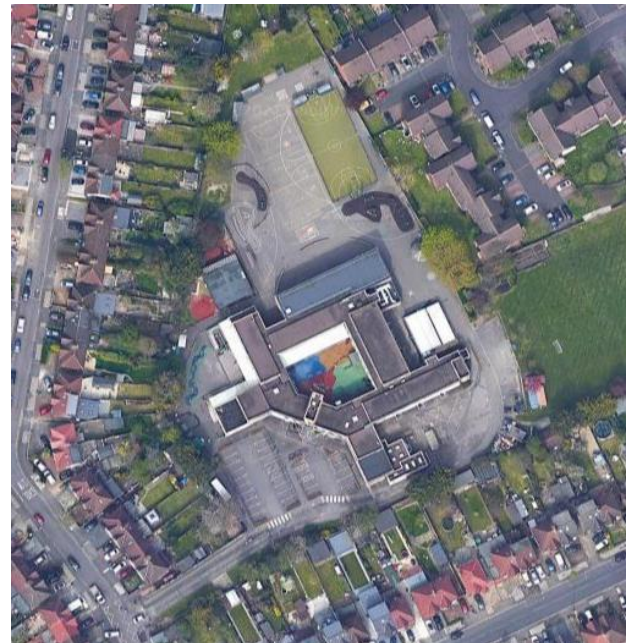
Belmont School is a place where individuals are treated with respect and dignity. We value uniqueness and diversity. Our ethos is underpinned by the shared understanding of wanting our pupils to thrive academically, socially, and emotionally. We have confident pupils who know their rights, enabling them to become independent learners who thrive on challenge.

Our team are dedicated to providing quality care and provision. Staff are committed to pupils' wellbeing, achieving high standards through a personalised curriculum that prepares our pupils for the next stages of their learning journey. Learning at Belmont is centred on building curiosity, nurturing young minds to develop critical thinking skills required for later life.

We focus on creating sustainable models for learning that utilise the latest technology and set healthy risks and challenges in and out of the classroom. Reasoning and mastery support pupils to become leaders of their own learning. Our pupils are well nurtured and inspired to do their personal best.

Our environment is immersed with moral purpose and professional capital. Staff who work at Belmont are provided with excellent development opportunities that enables them to use research methodologies that equips them to collaborate and innovate with the best interests of our pupils. We work in partnership and build relationships with local, national and international schools, solidifying our commitment to be 'Stronger Together'.

Our amazing learning community is what makes Belmont School one of a kind. You are joining a school where pupils are empowered to have a voice that shapes their future.



In a recent parent survey

99% of parents said they feel welcomed/very welcomed by the staff. Some parents stated the following:

"They are very kind and active and help me if I need anything"

"I am very happy with the teachers how they take care of the children"

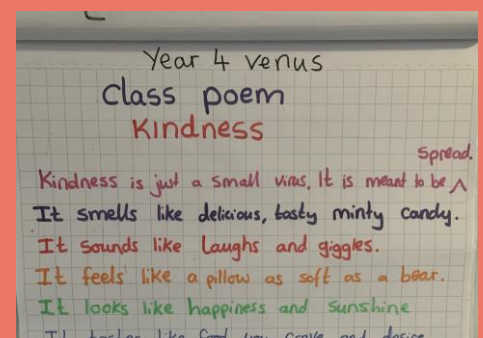
"Staff welcoming in the morning and afternoon."

"Everyone is very welcoming with pleasant smile"

"Everyone is very welcoming each and every staff from the moment they say good morning to when it's the end of the day! Feel like a family!"

Children are taught to practice and understand why kindness is so important.

- Photo from Anti-Bullying Week 2021.



Headteacher Job Description

Title and Grade of Post:	Head Teacher Leadership Scale L22-L28 (Outer London)
Job Purpose:	The headteacher provides vision and direction for the school. They are responsible for meeting the school's aims and targets through effective leadership and management. The measure of success will be the high quality of education which enables all pupils to reach their full potential.
Reporting to:	The post holder is responsible and accountable to the Governing Body in all matters.
Key Responsibilities:	The professional duties of the headteacher are outlined in the School Teachers' Pay and Conditions Document and the key areas of Headship are contained in the DCFS 'National Standards for Headteachers'. More on the next page.

Headteacher Responsibilities

Shaping the Future

Key Responsibility: To determine the vision for the school in conjunction with the governors, staff, parents and the local authority and ensure that it is clearly defined, shared, understood and implemented effectively by all.

To put the school's vision and values into everyday work and practice in order to create a shared culture and positive environment.

To serve as a role model, providing inspiration and motivation for pupils, staff, governors and parents.

To work within the school community in order to transform the vision into agreed objectives and operational plans which will promote and sustain school improvement.

To create and implement a strategic plan, based on sound financial planning, which aims to improve the school by identifying priorities and by setting targets in order to ensure that pupils achieve high standards and make good progress.

To ensure creativity, innovation and the use of appropriate new technologies are used to achieve standards.

To ensure that policies and practices take account of national, local and school data, legal requirements and inspection and research findings; to review and develop existing policies and formulate new ones, where appropriate, in partnership with the Governing Body and other relevant stakeholders.

To develop and maintain the educational partnership currently existing between the school and parents, the Governing Body, the local high schools and other cluster schools, the LA, the local community and other agencies including the health authority and Children's services.

To ensure that strategic planning takes account of the ethnic diversity, multicultural values, equalities issues and broader experiences of the school community at large.

To ensure effective planning, implementation and evaluation of our 'Future Pathways' (School Development Plan).

Leading Learning and Teaching

Key Responsibility: To seek continuous improvement in the quality of teaching and learning and the level of pupils' achievement in order to achieve teaching and learning that is consistently good or above.

To create and maintain an environment which promotes and secures creative, responsive and effective approaches to learning and teaching, high expectations, high standards of achievement and good behaviour.

To determine, organise and provide equal access to a diverse, flexible and relevant curriculum, which values and challenges all children, including those with Special Educational Needs, children who have English as an additional language and those in other vulnerable groups. Also to ensure that appropriate provision is made for Gifted and Talented pupils.

To ensure effective systems of planning, assessment for learning, recording and reporting are in place, using data and benchmarks to monitor progress in every child's learning.

To ensure high quality curricular provision that promotes creativity, independence and personal confidence, and meets the diverse needs of our school.

To monitor and evaluate curricular provision and review classroom practice and the achievement of all pupils, in order to set and meet challenging, realistic targets for improvement.

To initiate and encourage new and effective ideas, taking a strategic role in the development of emerging technologies to enhance and extend the learning experience of all pupils.

Continue to develop strong links with schools in the local cluster and with the next phase of education to ensure good continuity in learning and teaching.

Support and further develop the extended schools program within the school and the Children's Centre.

To lead continuing curriculum development that promotes the 'Every Child Matters' ethos.

Developing Self and Working with Others

Key Responsibility: To maintain and strengthen a professional learning community which enables all to achieve.

To foster a positive and collaborative learning culture within the school community by treating people justly, equitably and with dignity and respect.

To plan, allocate, support and evaluate work undertaken by groups and individuals, ensuring that there is a clear delegation of tasks and devolution of responsibilities.

To implement and sustain systems for the effective management of all staff performance, incorporating targets for future development.

To motivate and enable teachers and support staff to develop expertise in their respective roles through a wide range of high quality induction and continuing professional development.

To acknowledge the responsibilities and celebrate the achievements of individuals and teams.

To maintain and develop the senior leadership team and a wider management structure which enables effective communication, involvement and development.

To regularly review own practice, set personal targets and take responsibility for own personal development.

To manage own workload and that of others to allow for an appropriate work/life balance.

To ensure an effective professional development program in order to support the work of teaching and support staff, in the context of our 'Future Pathways'.

Managing the Organisation

Key Responsibility: To provide efficient and effective organisation and management of the school in order to maintain a vibrant and safe learning environment.

To ensure the organisational structure reflects the school's values, enabling the management systems, structures and processes to work effectively.

To produce clear, evidence-based improvement plans and policies for the development of the school and its facilities.

To work with governors and senior colleagues to recruit, retain and deploy staff appropriately, managing their workload in order to achieve the goals of the school.

To set appropriate priorities for expenditure, to allocate funds and to ensure effective administration and control of financial matters, in partnership with the Governing Body. To administer the budget in accordance with current local financial regulations.

To manage and organise the premises and accommodation effectively and efficiently ensuring that it meets the needs of the curriculum and Health and Safety regulations, in relation to organisation and development of premises.

To promote a safe, clean and orderly attractive environment that stimulates learning and enjoyment, and enhances the appearance and image of the school.

To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality and standard of pupils' achievements, to ensure efficiency and to secure value for money.

To use and integrate new and developing technologies effectively.

Securing Accountability

Key Responsibility: To develop a school ethos where accountabilities are clearly defined, enabling everyone to work collaboratively, to share knowledge and understanding, to celebrate success and to accept responsibility for the outcomes.

To provide information, objective advice and support to the Governing Body in order to enable it to meet its responsibilities for securing effective teaching and learning, improved standards of achievement and ensuring efficiency and value for money.

To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to regular review and evaluation.

To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LA, the local community, OFSTED, parents and others in order to enable them to play their part effectively.

To reflect on personal contribution to school improvement, take account of feedback from others and respond appropriately.

To enable the children to understand their responsibilities to be active learners, understanding and striving to achieve set targets.

To ensure that parents and carers are well informed about the curriculum, the attainment and progress of their children, and are able to support the realistic and challenging targets set.

To ensure the school actively promotes the five outcomes of Every Child Matters.

Strengthening the Community

Key Responsibility: To work collaboratively at both strategic and operational levels with all connected with the school community for the well-being of pupils, their families and the wider community.

To promote and support the positive benefits of living within a multicultural society, strengthening the school culture that promotes cross-cultural respect and a curriculum that takes account of the richness and diversity of the school's communities.

To create and promote positive strategies for challenging prejudice and for dealing with bullying and other forms of harassment.

To promote community cohesion at every opportunity.

To collaborate with external agencies in providing for the academic, spiritual, moral, social, emotional, cultural, physical and wellbeing of pupils and their families, and to co-operate with the relevant agencies to protect children.

To create and maintain a positive and effective relationship linking home and school in a supportive, working partnership to encourage and improve pupils' achievement and personal development.

To seek opportunities to involve parents and carers, community figures, businesses and other organisations in the life of the school thereby increasing its value to the wider community.

To work coherently with the Children's Centre to develop a shared approach to supporting families and children.

To contribute to the development of the education system by sharing effective practice, working in learning networks and partnerships with other schools and promoting innovative initiatives.

This job description has been written in accordance with the National Standards for Qualified Teacher Status (2012) and the current School Teachers' Pay & Conditions Document.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced DBS check and other relevant safeguarding checks.

At Belmont School we invest in online resources such as Times Table Rockstars to support and engage children with learning.

Picture from Times Table Rockstars Day 2021



Person Specification

1) Qualifications	E	D
Qualified Teacher Status and relevant degree	✓	
NPQH or other professional/management qualification relevant to the post		✓
Advanced Safeguarding Certificate	✓	
2) Professional Development and Experience	E	D
Substantial and successful experience as a senior leader or head teacher having worked with EYFS/KS1/KS2 children.	✓	
Evidence of continuing professional development and its impact on school improvement.	✓	
A strong track record of delegating appropriately and effectively empowering and developing staff	✓	
Successful experience in relation to leading change and understanding its impact.	✓	
3) Knowledge and Skills	E	D
Proven experience of staff development and appraisal and its impact on the school, staff and pupil.	✓	
Experience of building leadership capacity and developing distributed leadership.	✓	
Evidence for raising standards based on evidence based research across each stage for all children, including but not limited to; SEND, disadvantaged pupils and more able pupils.	✓	
Experience of working in partnership with the Governing Body to provide clear vision and direction.	✓	
Participation and leadership in school improvement, evaluation and development planning	✓	
Ability to formulate objectives, policies and plans and monitor, evaluate and review their impact	✓	
Demonstrate success in introducing effective strategies for improvement	✓	
Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting inclusion	✓	
Ability to collect, analyse and use data on pupils' attainment and progress and secure best practice across the school	✓	
A clear understanding of what and how good and outstanding learning and teaching in a Primary School including Early Years can be achieved	✓	
Ability to engage children through an exciting, innovative and creative curriculum	✓	
Ability to create and develop a stimulating environment which promotes good behaviour and an eagerness to learn	✓	
Successful experience of creating and maintaining productive partnerships with all stakeholders	✓	
Ability to collaborate with other organisations in the wider community	✓	
Ability to set, interpret, monitor and manage a budget; planning for a sustainable future	✓	
Ability to manage, monitor and review the use of available resources	✓	

4) Personal Qualities	E	D
Excellent communication skills both verbal and written	✓	
Motivational and inspirational in relation to high quality education for all	✓	
Very approachable and enthusiastic to engage with the wider community	✓	
Resilient, robust and calm under pressure	✓	

How to Apply

We would encourage you to visit us before submitting your application. If you would like us to arrange this, please contact Jay Kotecha on 020 8427 0903 or email us.

An application pack can be download from our job vacancies page on the school website.