



Headteacher Pack

Cayley Primary School

Aston Street, London E14 7NG

January 2024



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www.cayley.towerhamlets.sch.uk

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Welcome from the Co-Chairs of Governors

Dear Candidate,

I hope this letter finds you well. On behalf of the whole Cayley Primary School community, I would like to express our sincere gratitude for your interest in joining our school. Our current head, Graham Clifford, will be leaving at the end of the 2023/24 academic year to take up the exciting role of CEO for a large multi-academy trust, and we are excited to find a candidate who can continue to support and uphold the high standards and teaching that Graham has championed within our school.

Cayley Primary School is a two form entry, Local Authority school in the Stepney area of Tower Hamlets. We take immense pride in our holistic and well-rounded approach to education, which provides an exceptional foundation for lifelong learning. Our commitment to nurturing self-confidence, academic success, and artistic endeavours in every child is at the core of our educational philosophy. We achieve this by offering a diverse curriculum, a wide range of extracurricular activities, and learner-centred lessons that cater to individual needs. As part of this we work closely with the Local Authority, THE Partnership, other local schools through the Stepney Partnership and our parents and carers.

Our school thrives on a culture of innovation, aspiration, and dedication, driven by our passionate staff, ambitious students, and the entire local community. We believe that education extends beyond the classroom, and we instil in our pupils the values of becoming exceptional future citizens, not only locally but also on a national and global scale.

Cayley Primary School is a place where pupils feel a sense of belonging, pride, and respect for all. We strive to create an environment where every child can be their best self, and our dedicated teachers play a vital role in knowing each student, their unique strengths, and how to help them reach their full potential.

We would love you to visit our school, to meet our outgoing headteacher, get a feel for the school community and ask any questions you may have. Please contact Alison Perisic to schedule a visit.

This position represents a fantastic opportunity for a passionate and energetic candidate who envisions building upon our already brilliant foundation and taking our school to new heights. We very much look forward to the opportunity to meet you and discuss how you can contribute to the Cayley Primary School community.

Yours sincerely,

Marcia Johnson

Chris Worthington

Co-Chairs - Cayley Primary School

Recruitment Process Details

To start: September 2024

Salary range: L20 to L26 (£84,256 to £96,172)

NOR: 480

Closing date for applications: 12 noon on 5th February 2024

**Interview dates: 20th & 21st February 2024
(Candidates to be notified of attendance by 10th February 2024)**

Visits are strongly encouraged and can be booked by contacting Alison Perisic on 0207 790 1490 or at office@cayley.towerhamlets.sch.uk

The Headteacher Job Description and Person Specification can be found at the back of this pack.

To apply for this role please complete the Tower Hamlets application form.

In addition to the application form you are required to respond to the Person Specification requirements for this role with evidence and examples of your experience. You are not at this stage expected to respond to all points as many can only be established at interview. Your response to this should be no longer than 2 A4 sheets in Calibri 11 font.

You are also required to provide a Personal Statement with the reasons why you would like to be the new Headteacher of our school. Your Personal Statement should be no longer than one A4 sheet in Calibri 11 font.

If you have any questions about the role or the process of application, please call Andrew Best on 07917 080201.

We are committed to ensuring equality and diversity is central to the operation of our school through the staff we employ and the provision that we make.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

About the role and what it offers

Cayley is a much loved, successful and inclusive school in Stepney, Tower Hamlets. We are a Good school where the children come first. The curriculum is broad, providing both personalised and creative content and addressing the core subjects. We are keen to continue pursuing new, fun and innovative ways to help our children to love learning and enjoy their time at School.

Our new Headteacher will be passionate about achieving the best possible outcomes for our children. They will care about the whole family: parents, carers and children and will value our staff and the contribution they make. They will be welcoming, genuinely friendly and visible to parents. Our Headteacher will enjoy celebrating success, in all its forms, and expect our children to leave Cayley with a life-long love of learning and well prepared for the challenges ahead.

Their style of leadership will be calm, considered, inclusive and they will use distributed leadership to facilitate decision making and manage change. They will deliver strategies designed to help all our children to become resilient and confident learners, who are excited by their learning experiences and who expect, and are encouraged, to do their very best.

They will understand our changing and evolving community, and will have the ability to build and maintain a sense of togetherness and common purpose. Motivating staff, with a focus on their development, will be a key part of our Headteacher's day to day activities. They will be outward facing, collaborating with other schools, the Local Authority and other organisations for the benefit of Cayley's pupils and their families.

Cayley offers:

- a friendly and supportive ethos which celebrates the multicultural and inclusive nature of our school;
- an enthusiastic and inquisitive group of children who enjoy learning and display good behaviour;
- an enthusiastic, knowledgeable and dedicated staff team;
- a rich mix of families, who strongly support the school;
- an exciting school environment, both inside and out, with high quality resources;
- an effective governing body, who positively support and challenge the school;
- high standards of learning and teaching;
- a commitment to creative approaches to the curriculum, with exciting cross-curricular learning opportunities;
- a commitment to learning through play in the EYFS;
- strong links with other local schools and the Local Authority.

More about the School

You will find a great deal of what you would like to know about our school on our website, found here <https://www.cayley.towerhamlets.sch.uk/> . The information is up to date and, we believe, it reflects well who we are!

On the website you will find information about:

- **Our Vision, Values and Ethos** – Explore, Excite and Excel
- **Equality and Inclusion** – Our SEND provision is a strength of the school working closely with local special schools
- **Safeguarding** – all staff are vigilant and proactive
- **Curriculum** – Our intent and how we are implementing it including our phonics scheme and progression ladders
- **Curriculum enrichment** – we have a outstanding provision of free extra-curricula activities ranging from homework and subject clubs to sports, games and creative activities
- **Pupil Premium** - 40% of our pupils are PP and the funding needs to be well used
- **Results** – 2023 KS2 Combined at expected level was 83% with high proportions of pupils working at greater depth in all subject.
- **School Development** – Priorities for 2023/24
- **Ofsted** – November 2022 found us to be a Good school once again
- **Staff** – a talented and stable team
- **Governors** – we are lucky to be supported by a capable and committed group

Our website can be found at <https://www.cayley.towerhamlets.sch.uk>

There are some other things you should know about our school:

- **Philosophy For Children** - we use this renowned approach which supports excellent teaching and learning, while helping learners develop into effective, critical and creative thinkers.
- **Leadership development** – we commit to leaders of the future, at all levels, by creating bespoke pathways including: opportunity to apply for Associate Assistant Head positions; gaining NPQ accreditation, at all levels; genuinely nurturing talent
- **Continuous Provision** – we are fast becoming a beacon of best practice in innovative pedagogy

Partnerships

Tower Hamlets schools have worked together to establish **THE Partnership** (Tower Hamlets Education Partnership) as a schools-led vehicle for driving school improvement and innovation. It is a partnership that operates as a family with determination to do the best for every child in the family. Not only have Tower Hamlets' schools taken on responsibility

for their own improvement, but they have also committed to ensuring that other schools in the family have the support they need to improve.

THE Partnership is an active, commercial body, set-up as a charitable trust to make sure that our schools have access the best possible support to identify and meet their improvement needs.

Cayley is also a lead member of the **Stepney Partnership**, which is formed of primary, secondary and special schools in the local area (Cayley; Halley; Ben Johnson; Marion Richardson; Redlands; Smithy; Stepney Green Science and Computing College, Sir John Cass and Stephen Hawking Special School, Stepney Greencoat and Harry Gosling). The schools all work to support one another and share resources.

High level SEND provision and Phoenix School

Cayley has always been proud to be a fully inclusive and welcoming school to all children with a range of additional needs and disabilities. This year, we have had the exciting opportunity to work in partnership with Phoenix School to enhance our specialist classroom and receive additional support in ensuring we are meeting the needs of all of our students. We have had whole staff training to understand how best to make sure our children with additional needs are achieving their full potential within their classrooms. Our Cayley community of staff and students are committed to promoting this inclusive environment by supporting all children in their lessons, out in the playground and in our performances. We have also welcomed SEND students from other local schools to take part in sports events hosted by Cayley. We are very proud of the positive effect this has had on our children with additional needs and the whole school community, and believe the school is well regarded for its success here.

Finance

The School has a good record of careful budget management and the school runs a balanced budget and this is projected to continue.

Admissions

Year	Males	Females	Total
N1	21	24	45
N2	6	8	14
R	30	29	59
YR1	35	23	58
YR2	33	23	56
YR3	32	23	55
YR4	19	26	45
YR5	41	35	76
YR6	41	31	72
Total	258	222	480

We currently have 2.5 forms of entry in Years 5 & 6 and are reducing to 2 forms of entry on a year by year basis. In September 2024 we will have 2 forms of entry in Year 6 only. Our Nursery and Reception are both full with waiting lists.

Premises

There are no significant premises concerns or planned future projects.

Headteacher Job Description

Salary:

L20 to L26 (£84,256 to £96,172)

Qualities:

Our new Headteacher will be passionate about achieving the best possible outcomes for our children. They will care about the whole family: parents, carers and children and will value our staff and the contribution they make. They will be welcoming, genuinely friendly and visible to parents. Our Headteacher will enjoy celebrating success, in all its forms, and expect our children to leave our school with a life-long love of learning and well prepared for the challenges ahead.

Their style of leadership will be calm, considered, inclusive and they will use distributed leadership to facilitate decision making and manage change. They will deliver strategies designed to help all our children to become resilient and confident learners, who are excited by their learning experiences and who expect, and are encouraged, to do their very best.

They will understand our changing and evolving community, and will have the ability to build and maintain a sense of togetherness and common purpose. Motivating staff, with a focus on their development, will be a key part of our Headteacher's day to day activities. They will be outward facing, collaborating with other schools, the Local Authority and other organisations for the benefit of our pupils and their families.

Duties, ethics and professional conduct:

This job description is subject to the general conditions of service for a Headteacher as set out in the current School Teachers Pay and Conditions Document. This job description is aligned to the Headteacher Standards – October 2020. Our Headteacher is expected to demonstrate consistently high standards of principled and professional conduct (see Headteacher Standards – section 1). They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Our Headteacher will uphold and demonstrate the Seven Principles of Public Life (the Nolan principles) at all times.

Main Purpose:

The Headteacher will, through their own actions and working with the Senior Leadership Team (SLT), provide professional leadership, vision and strategic direction for our school in order to ensure the highest quality of education and a positive and enriching experience for all our pupils. Our Headteacher will:

School Leadership & Culture

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

Teaching and Learning

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- promote a positive learning culture that will enable pupils to become effective, enthusiastic, independent learners committed to life-long learning
- ensure effective use is made of formative assessment

Curriculum and Assessment

- ensure a broad, structured, creative and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour and Attitudes

- establish and sustain high expectations of behaviour, punctuality and attendance for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff, parents and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within our school model and teach the behaviour of a good citizen

Additional and Special Educational Needs and Disabilities

- ensure our school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure our school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure our school fulfils its statutory duties with regard to the SEND code of practice

Professional Development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational Management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- promote the welfare and wellbeing of pupils and staff through effective training and management
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are recruited, deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable our school to operate effectively and efficiently
- maximise the benefit to be gained from ICT in learning and operating our school
- ensure rigorous approaches to identifying, managing and mitigating risk
- maintain a safe and healthy environment in school that complies with our school policies and statutory requirements

Continuous School Improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement

- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to our school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in Partnership

- forge constructive relationships beyond our school, working in partnership with parents, carers and the local community
- commit our school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and Accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

This Job Description forms part of the contract of employment of the person appointed to this post.

Cayley Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

Person Specification

	Criteria	
Qualifications	Qualified Teacher status	E
	Graduate level qualification	E
	Completed NPQH (except substantive Headteachers in post before April 2004)	D
	A record of recent and relevant in-service training	E
Experience	Proven successful leadership at senior level in a primary school as a Head Teacher or Deputy Head or equivalent.	E
	Experience of working in an urban setting (inner-city).	D
	Experience of working in a culturally diverse community.	D
	Experience of working effectively with the school community and external partners.	E
	Experience of developing a differentiated and creative curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs.	E
School Leadership & Culture	Ability to strategically develop and lead a school in partnership with governors and in consultation with the school community.	E
	Proven track record of the ability to raise significantly the academic and personal achievement of all pupils.	E
	Have the intellectual understanding and emotional intelligence to manage the wellbeing and development of pupils and staff. As a result enhance leadership capacity and teamworking.	E
	Ability to innovate and find creative solutions to a wide range of issues.	E
	Excellent interpersonal and communication skills, both oral and written, to communicate a vision and inspire and motivate the whole school community.	E
	Evidence of the ability to promote positive and respectful relationships to create a safe and inclusive school environment.	E
Teaching and Learning	Ability to identify and develop high-quality teaching.	E
	Able to create the conditions for a positive learning environment that enables pupils to become life-long learners.	E
Curriculum and Assessment	Know how to develop and maintain a broad, structured, creative and coherent curriculum which clearly sets out the knowledge, skills and values that will be taught.	E
	Ability to use, analyse and monitor pupil assessment data to identify needs and trends to promote an appropriate level of challenge to all pupils.	E

Behaviour and Attitudes	Proven skills to establish consistent systems and procedures which bring about effective behaviour management, punctuality and good attendance.	E
Additional and Special Educational Needs and Disabilities	Evidence of a commitment to an inclusive education which addresses the needs of all learners in a diverse community.	E
Professional Development	Evidence of a commitment to the continuing professional development of self and other members of staff.	E
Organisational Management	Knowledge and understanding of how to sustain a safe, secure and healthy school environment, in accordance with Child Protection and safeguarding legislation.	E
	Knowledge of legal issues relating to managing a school including health and safety, equal opportunities, race relations, disability, human rights and employment legislation.	E
	Experience and understanding of managing financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.	D
	Experience of recruitment and management of staff and their workloads.	E
	The ability to prioritise tasks, make informed decisions and implement them in a flexible manner.	E
	An understanding of technology and its role within the classroom and in the running of the school.	E
	Experience of identifying, managing and mitigating risks.	D
Continuous School Improvement	Evidence of the ability to establish robust systems of quality assurance, develop effective improvement plans and to ensure their consistent implementation and impact.	E
Working in Partnership	Ability to work constructively and effectively with parents, carers and the local community.	E
	Evidence of willingness to work in a collegiate way with colleagues, other local schools and the Local Authority/THEP	E
Governance and Accountability	Knowledge and experience of governance and external accountability.	E
	The ability to use performance management and line management to secure accountability and improve performance.	E

E- Essential, D Desirable

Appointment to this post is subject to a satisfactory enhanced DBS check. This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions which would be regarded as spent for other purposes.