



**FARNBOROUGH**

**PRIMARY**

**SCHOOL**



**Headteacher Candidate Pack**

Farnborough Primary School

Farnborough Hill, Orpington Kent BR6 7EQ

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Application online or via school office)

# FARNBOROUGH PRIMARY SCHOOL

**Farnborough Hill, Farnborough, Orpington, Kent BR6 7EQ**

Telephone 01689 853295 Fax 01689 889286

Email: [admin.office@farnborough.bromley.sch.uk](mailto:admin.office@farnborough.bromley.sch.uk)

Website: [www.farnboroughprimary.co.uk](http://www.farnboroughprimary.co.uk)

May 2017

Dear Applicant

Welcome to Farnborough Primary School, we are delighted that you are interested the position of Headteacher.

After 12 years, our current Headteacher Paula Farrow, is leaving to be the Chief Executive of the Nexus Education Schools Trust, the Multi Academy with which we are partners. Over the last twelve years under her guidance, the school has developed providing outstanding education and wider opportunities for pupils and staff. The journey has brought about changes which are in evidence today, not only in the building and curricula opportunities, but also in the ethos and culture within the school. This makes it such a special place and one which focuses on the individual, emphasising self-belief and an 'I can do' attitude, helping both child and adult achieve.

Our school is presently a one form entry which is under review by the Independent planning inspectorate to enable Farnborough to move to a two-form entry Primary school. This would create fabulous opportunities for pupils, families and staff. If agreed, the school will benefit from a new twelve classroom block, new facilities in the main schools, landscaping and playground improvements.

We are looking for a Headteacher with the experience, skills, values and commitment to lead our well established, mutually supportive team of staff and Local Committee members towards our shared goals, enabling all our children to realise their potential. This is a particularly exciting time to join us and make a real difference to the educational achievements of our pupils and taking the school on the next stage of its journey.

We strive for excellence and set high standards for all with staff, Local Committee members and parents working collaboratively to support the progress and attainment of our pupils.

We are looking for a Headteacher who shares our philosophy, that pupils deserve the best education possible; someone with the drive, passion and enthusiasm to build on our achievements

We very much hope that you have been inspired to join us on our journey and take the opportunity to visit our school. We look forward to receiving your completed application.

Yours sincerely

Paul Chandler

**Chair of Trustees**



Farnborough Primary School is a member of **Nexus Education Schools Trust**  
**Nexus Education Schools Trust (NEST)** is a charitable company  
limited by guarantee and registered in England and Wales  
Company Number 08753719.

**National Support School**  
designated by



**National College for  
Teaching & Leadership**

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**Paula Farrow,**

**Chief Executive, Nexus Education Schools Trust,**

I am delighted that you have taken time to consider the Headship position at Farnborough Primary School an outstanding, collaborative school with strong primary partners, providing challenge and opportunity across the Trust.

Farnborough Primary School converted to academy status in 2012 creating an Umbrella Trust with nine exceptional schools. In 2016 Farnborough, as a National Support school, sponsored Worsley Bridge Primary School, a primary school in Beckenham, creating a Multi Academy Trust called **Nexus Education Schools Trust**. With our academy partners, we begun the journey of growing a strong collaborative Multi Academy Trust that will see the Trust grow in Autumn 2017 to include nine primary schools across the Borough of Bromley.

As a Headteacher of a Trust school and in partnership with the Local Committee you will play an important part in the growth and success of the Multi Academy Trust and the children and families it serves. Our academies are autonomous, serving their individual communities and are committed to the mission and vision of the Trust to:-

***Provide excellence and opportunity for all, to enable lives to be transformed***

The Trust school leaders and governance structure, shape the strategic direction of the organisation, supporting the achievement and outcomes for pupils in our schools. The Trust is accountable for the standards and finances in schools and provides accountability mechanisms, monitoring and support functions; to enable each school to work effectively and efficiently. The Head's Forum, meeting monthly, provides the opportunity to discuss, analyse and inspire others to shape the direction of the Trust.

I hope that the pack encourages you to arrange a visit to the school to find out further information on the school Nexus Education Schools Trust, its' aims and values and I look forward to meeting you soon.

Regards

Paula Farrow  
CEO

Nexus Education Schools Trust



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# We are looking for.....

We are looking for an inspirational and innovative experienced Headteacher to lead our high achieving, outward looking school in the next stage of its development.

Our school is a member of the Nexus Education Schools Trust group of schools. Our partner schools are highly successful and along with Farnborough are contributing the development and success of the Multi Academy Trust. The school ethos and aim is to provide opportunities to develop the whole child, enabling pupils to be confident, articulate and develop an 'I can do' attitude. This helps to ensure our pupils are highly successful, experience a breadth of opportunities, through excellent provision for learning and teaching, equipping them for the next stage of their education.

The Directors of Nexus Education Schools Trust in partnership with the Local Committee of Farnborough Primary School are seeking to appoint an inspirational, strategic, and visionary, Head Teacher for Farnborough Primary School. This is also unique and creative opportunity for a Head Teacher to be part of a new, and growing, school and Multi Academy Trust Group of Schools.

## **We have:**

- Pupils who are, keen, kind and caring with a desire to learn.
- A fabulous learning environment which has benefited from a huge investment in building and resources.
- Enthusiastic, dedicated and high performing staff excited to engage with new challenges.
- Supportive parents and community eager to engage in the school's development.

## **What are we looking for?**

- An experienced Headteacher.
- Excellent leadership skills with the ability to motivate all stakeholders.
- An individual with the energy, vision and desire to help our children achieve their potential across a broad and stimulating curriculum.
- Proven experience in delivering high quality learning and teaching through effective school improvement strategies.
- Ability to develop strong working partnerships.
- The ability to foster a culture of enthusiasm and positivity.
- Motivation to work in partnership with a wider group of schools and help to contribute in the Trusts future development.

## What can we offer?

- A dedicated, motivated and highly skilled team of leaders, teachers, support staff, trustees and parents.
- The support of the Executive Head Teacher and Sponsor Academy School.
- Enthusiastic, engaged and hardworking pupils across the trust group and partner schools who enjoy learning, have positive attitudes and who are proud of their schools.
- Professional, diligent and committed trustees.
- A community of schools within the Multi Academy and Umbrella Trust which provides wider opportunities for staff pupils and communities.



..... will it be you?

# Key Facts

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|                                 |                                                 |
|---------------------------------|-------------------------------------------------|
| <b>Type of school</b>           | Co-educational Primary                          |
| <b>School category</b>          | Academy                                         |
| <b>Multi Academy Trust</b>      | Nexus Education Schools Trust                   |
| <b>Age range</b>                | 4 - 11 years                                    |
| <b>Location</b>                 | Farnborough, London Borough of Bromley          |
| <b>Number of children</b>       | 273 (subject to approval rising to 410 by 2022) |
| <b>Number of classes</b>        | 9 (subject to approval rising to 14 by 2022)    |
| <b>Attendance</b>               | 96.9%                                           |
| <b>Leadership Structure</b>     | Head Teacher, Head of School, Phase Leaders     |
| <b>Governance</b>               | Local Committee                                 |
| <b>Teachers</b>                 | 12 (FTE)                                        |
| <b>Newly Qualified Teachers</b> | 0                                               |
| <b>Free School Meals</b>        | 18%                                             |
| <b>Special Education Needs</b>  | 17%                                             |
| <b>Last Ofsted Report</b>       | Judged as 'Outstanding' December 2012           |
| <b>Finance</b>                  | In surplus                                      |



# SCHOOL PERFORMANCE 2016

## Year 1 Phonics Screening

Pass = 97% (National 81%)

## Year 2 End of Key Stage One

### Reading

Expected + = 73%

Greater Depth = 33%

### Writing

Expected + = 73%

Greater Depth = 17%

### Maths

Expected + = 77%

Greater Depth = 23%

## Year 6 End of Key Stage Two

### Reading

Progress = 2.40

Expected + = 83%

Exceeding = 17%

### Writing

Progress = 3.68

Expected + = 90%

Exceeding = 31%

### Maths

Progress = -2.57%

Expected + = 52%

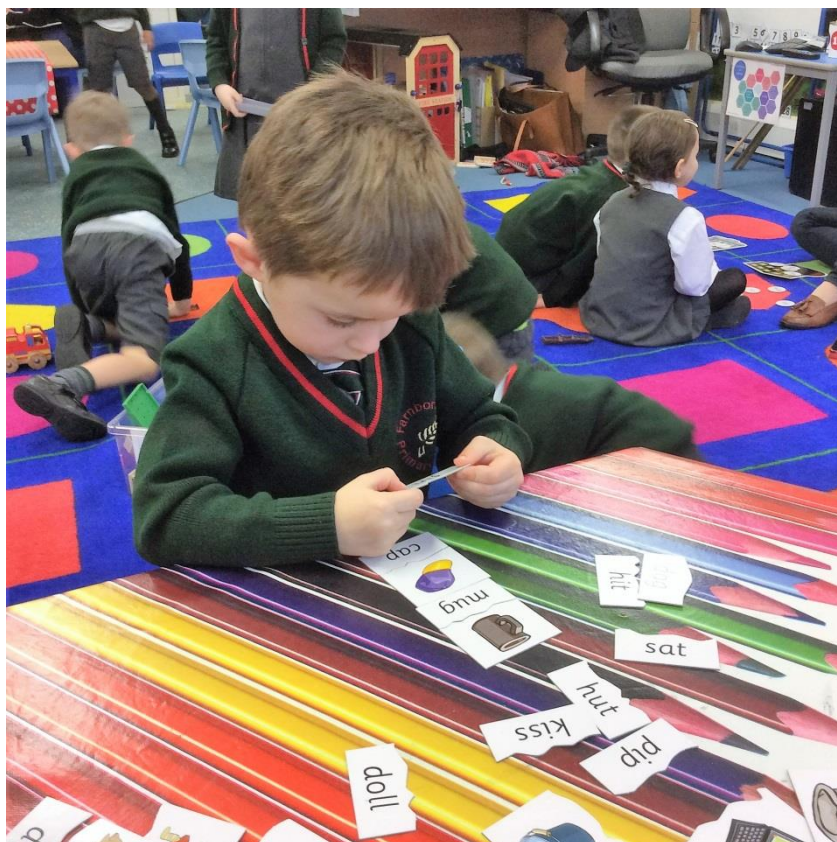
Exceeding = 10%

### SPAG

Expected + = 66%

Exceeding = 24%

SIP – Raising Standards in Mathematics and SPAG. Examination technique and emphasis on resilience and perseverance.



### **Value Added**

| <b>All subjects</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> |
|---------------------|-------------|-------------|-------------|
| All Pupils          | 101.6       | 102.2       | 100.7       |
| Disadvantaged       | 100.9       | 102.0       | 100.4       |
| Non disadvantaged   | 101.6       | 102.2       | 100.7       |



# SCHOOL LOCATION AND BUILDING

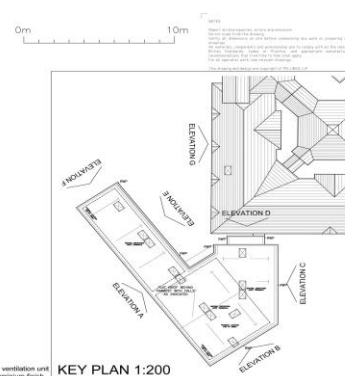
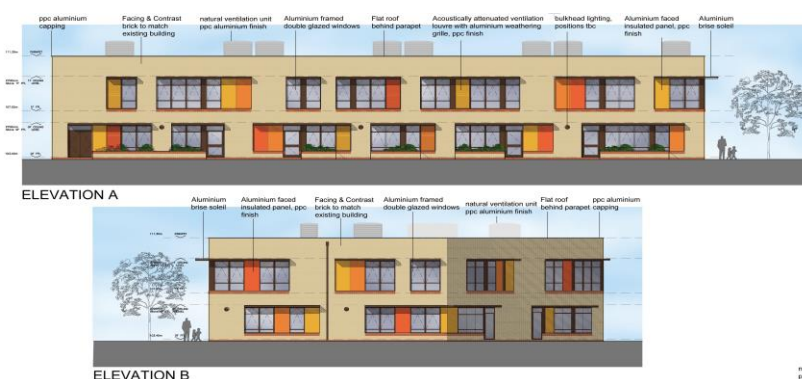
The school is located in Farnborough, which is in the London Borough of Bromley. The Borough has significantly increased its number of pupil places as the demand for school places across London grows. Farnborough Primary has expanded in 2015 and 2016 to admit two additional classes for reception aged pupils due to insufficient school places within the locality. The school expansion programme is presently being reviewed by the Independent Planning Inspector. If agreed the school become a full two forms of entry with an expected pupil role of 420 by 2022.

The school is one of the oldest in the Borough, begun in 1873 and was originally sited on the main A21. It moved to its present site in 1989 and has had significant modifications to meet the needs of pupils in the 21<sup>st</sup> Century.

Farnborough and the London Borough of Bromley is a sought-after location with its plentiful green spaces, variety of housing, shopping and excellent transport links; which include multiple rail links to Central London in 20 minutes. The centre of Bromley Town centre is just 3 miles away and is accessible by car and public transport.



The proposed development plans for the school, include a new twelve classroom block, new studio, kitchen facilities, medical room, visitor's rest facilities and parking. The main school building will be adapted and include, the relocation of the staffroom, library and reprographics as well as, improvements to the playground, landscaping and ICT.



**Proposed New twelve classroom building**

# HEADTEACHER JOB DESCRIPTION

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## Core Role

*Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms.*

*Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff.*

*They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's school –*  
**National Standards for Head Teachers (2016)**

The Headteacher of Farnborough Primary is accountable to the Trust Board and the Chief Executive (CEO) for the professional leadership, strategic direction and operational management of the School in order to ensure that the school's aims are implemented in accordance with the strategy and the policies of the Trust. The Headteacher is required to monitor, evaluate and review the impact of policies, priorities and targets of the school and take timely action as necessary and work in partnership with the Local Committee.

As a member of a Multi Trust group of Schools the Headteacher will work in partnership with the partner schools. This partnership provides additional collaborative opportunities throughout the Multi Academy Trust.

The *National Standards of Excellence for Headteachers* are set out in four domains, beginning with the core role The four 'Excellence As Standard' domains:

- **Qualities and knowledge**
- **Pupils and staff**
- **Systems and process**
- **The self-improving school system**

Within each domain there are six key characteristics expected of the nation's headteachers these have been included in the Job description for the Headteacher and are colour coded.

## Job Description

| Focus                                                               | Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategic direction and development of the school                   | <p>Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.</p> <p>Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.</p> <p>Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.</p> <p>Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.</p> <p>Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.</p> <p>Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.</p> <p>Create outward-facing schools in Nexus, which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.</p> <p>Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.</p> |
| Leadership and Management of Pupil Achievement, Progress and Safety | <p>Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.</p> <p>Ensure that pupil safety is at the centre of all of the school's functions, in particular strategic planning and resource management.</p> <p>Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.</p> <p>Ensure an aspirational culture and ethos of challenge and support where all children can achieve success and become engaged in their own learning and the learning of others.</p> <p>Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every student's learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



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|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                    | <p>Create and maintain an environment which promotes good behaviour, discipline and celebrates success.</p> <p>Ensure collaboration with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social and emotional wellbeing of the children.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Leading and Managing staff in the delivery of a high-quality learning and teaching | <p>Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.</p> <p>Lead, motivate, support, challenge and develop staff to secure improvement.</p> <p>Ensure that all staff are engaged with the school's key strategic priorities and the development of the school's aims and objectives, through effective communication across the whole school community, whether they be teaching or support staff.</p> <p>Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.</p> <p>Maximise the contribution of staff to improve the quality of education provided and standards achieved. Ensure that outstanding teaching is the primary objective for all teachers.</p> <p>Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.</p> <p>Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning within School and Nexus Education Schools Trust</p> <p>Implement and sustain rigorous procedures for monitoring the performance of all staff including objective setting and personal development plans.</p> <p>Successful experience of monitoring, evaluating and improving the quality of teaching and learning.</p> <p>Acknowledge the responsibilities and celebrate the achievement of individuals and teams.</p> <p>Hold all staff to account for their professional conduct and practice.</p> <p>Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.</p> <p>Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.</p> |

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | <p>Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff in school and across Nexus.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Leadership and Management of the Curriculum | <p>Understanding of the principles of effective teaching and learning and the ability to promote a culture of learning throughout the school.</p> <p>Understanding of the principles of how to engage children through an exciting child centred curriculum.</p> <p>Successful experience of reviewing and developing the curriculum.</p> <p>Understanding of the role and impact of assessment in children's learning.</p> <p>Successful experience of promoting the personal, social, moral, cultural and spiritual development of pupils.</p> <p>Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion.</p> <p>Determine and ensure implementation of a diverse, flexible curriculum to ensure high quality experiences for pupils of all backgrounds and abilities.</p> <p>Ensure that the curriculum is providing for the intellectual, spiritual, moral, cultural, physical, social and emotional wellbeing of all children.</p> <p>Ensure that the curriculum enables pupils to progress to the next stage of education with appropriate skills and knowledge and an 'I can' attitude.</p> <p>Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.</p> |
| Stakeholders and the local community        | <p>Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, trustees and members of the local community.</p> <p>Secure the commitment of all parents and carers, especially hard-to-reach parents, and the wider community to the vision and direction of the school. Act at all times as an ambassador for the school in a manner which upholds its values and ethos.</p> <p>Seek opportunities to communicate and enhance the value of the school to other sectors of the local community.</p> <p>Contribute to the development of the education system by sharing effective practice, working in partnership with other schools both within Nexus and other schools.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <p>Develop effective relationships with fellow professionals and colleagues in Nexus and other public services to improve academic and social outcomes for all pupils</p> <p>Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Accountability and Governance | <p>Work with the Local Committee to analyse and plan for the future needs and further development of the school within the local, national and international context.</p> <p>Work in partnership with Nexus Education Schools Trust to develop and implement the strategic plan, monitoring and improve the outcomes for pupils across the organisation.</p> <p>Translate the vision into a plan with agreed, prioritised, objectives and operational plans which will promote and sustain school improvement within an agreed timeframe.</p> <p>Encourage a school ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes.</p> <p>Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, the Nexus Education Schools Trust, the local community, OFSTED and others, to enable them to contribute effectively.</p> <p>Welcome strong governance to account for pupil, staff and financial performance.at local and Trust level.</p> <p>Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.</p> |

The Headteacher may be asked by the Trust to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the post-holder.

Nexus Education Schools Trust as Trustees of the School in partnership with the Local Committee are committed to safeguarding and promoting the welfare of children and the Headteacher must ensure that the highest priority is given to following the guidance and regulations which safeguard children.



# PERSON SPECIFICATION

| Focus                                           | Essential (E) / Desirable (D)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualification. Disposition and qualities</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Attainments</b>                              | <ul style="list-style-type: none"> <li>• A Qualified Teacher (E)</li> <li>• An experienced primary Head Teacher (E)</li> <li>• Able to demonstrate significant professional development (E)</li> <li>• Further relevant professional qualifications (D)</li> <li>• NPQH (D)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Personal qualities</b>                       | <ul style="list-style-type: none"> <li>• An excellent communicator (E)</li> <li>• Self-confident and approachable (E)</li> <li>• Empathetic and able to deal with people sensitively (E)</li> <li>• Organised and able to organise others (E)</li> <li>• Professional and resilient under pressure (E)</li> <li>• Experienced in managing challenging professional situations (E)</li> <li>• Cheerful with a 'can do' attitude (E)</li> <li>• Positive and energetic approach (E)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Experience</b>                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Leadership and management</b>                | <ul style="list-style-type: none"> <li>• Able to inspire and maintain a friendly and enthusiastic atmosphere throughout the school (E)</li> <li>• A strategic thinker who can build, communicate and implement a shared vision of excellence (E)</li> <li>• Able to establish an open, professional and self-reflective culture where staff are buzzing with enthusiasm about their work (E)</li> <li>• Curious about and courageous enough to embrace innovation and drive change when necessary (E)</li> <li>• Enthusiastic to identify and implement best practice through collaboration with outside agencies and other schools (E)</li> <li>• Confident enough to lead by example, embodying the school's aims and values (E)</li> <li>• Skilled in building strong relationships with the children, staff, parents, local committee members and wider community (D)</li> <li>• Determined to run the school in such a way that children's behaviour is managed so everyone can operate at their best (E)</li> <li>• Keen to be a team player: able to encourage and develop senior leaders and to value and cultivate the skills and experience of all staff (E)</li> <li>• Capable of being a model for professional standards who can demonstrate an effective work/life balance, offering guidance for staff in the management of their workloads, creating a supportive working environment (E)</li> </ul> |

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• Prepared to drive fair, rigorous and transparent performance management, including holding staff to account (E)</li> <li>• Experience of completing and performance management and judging the impact (E)</li> <li>• Evidence of promoting, Implementing and monitoring of equal opportunities aspects across the school</li> <li>• Committed to developing yourself and your staff through continuing CPD (E)</li> <li>• Experience of leading CPD activities for others (E)</li> <li>• Record of exemplary teaching experience in primary schools (E) across the age range.(D)</li> <li>• Evidence of school leadership at Headteacher level (E)</li> <li>• Able to deploy resources effectively and efficiently to achieve the school's educational goals (E)</li> <li>• Able to maintain a good relationship with governors, providing them with timely, relevant and revealing reports (E)</li> <li>• Open to constructive challenge(E)</li> <li>• Experience of setting and managing budgets, including setting priorities for expenditure, allocating funds and cost control (D)</li> </ul> |
| <b>Knowledge, understanding and skills</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Shaping the future</b>                  | <ul style="list-style-type: none"> <li>• Knowledge of legislation and developments in education and the implication of these in the school and wider education context (E)</li> <li>• Evidence of a clear vision for the future of our school (E)</li> <li>• Evidence of an understanding on how the wider organisation can support and develop a stronger school. (E)</li> <li>• Recent experience of OFSTED (D)</li> <li>• Recent experience of working within a Multi Academy or structured group of schools (D)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Leading learning and teaching</b>       | <ul style="list-style-type: none"> <li>• Sound understanding of how children learn. (E)</li> <li>• Awareness of strategies to raise pupil achievement and manage behaviour. (E)</li> <li>• Evidence of setting targets, monitoring and rapid improvements of pupil achievement. (E)</li> <li>• Evidence of implementation of strategies to support Moral, Social and cultural development of the school community. (E)</li> <li>• Evidence of the successful curriculum design, assessment and recording and reporting system to improve pupil outcomes. (E)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Inclusion and diversity</b>             | <ul style="list-style-type: none"> <li>• Committed to the promotion of school's ethos of developing confident, caring pupils who act responsibly. (E)</li> <li>• Enthusiastic about independent learning (E).</li> <li>• Committed to giving all children the opportunity to be the best they can be. (E)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <ul style="list-style-type: none"> <li>• Full of ideas for sustaining and developing rich and varied extracurricular opportunities. (E)</li> <li>• Experienced in and understanding of managing children's behaviour consistently and engaging them effectively with learning. (E)</li> <li>• Committed to ensuring equality of opportunity for all (E)</li> <li>• Capable of building on the school's positive and inclusive ethos (E)</li> <li>• Evidence of action to support cultural diversity and British values within our society (E)</li> <li>• Evidence of an understanding to provide for a range of pupils' needs. (E)</li> <li>• Knowledge of the SEN code of practice (D)</li> <li>• Happy to lead Christian acts of collective worship (E)</li> <li>• Ready to value and encourage parental engagement with and partnership in their children's education. (E)</li> <li>• Keen to develop staff diversity whenever possible. (E)</li> </ul> |
| <b>Developing self</b> | <ul style="list-style-type: none"> <li>• Enthusiastic about keeping up to date with educational developments and innovations (E).</li> <li>• Strongly committed to your own professional development. (E)</li> <li>• Willing to accept support from others including colleagues, leaders, trustees, and improvement partners to improve personal performance (E)</li> <li>• Effective communicator in writing and orally. (E)</li> <li>• Able to promote a positive work life balance. (E)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Stakeholders</b>    | <ul style="list-style-type: none"> <li>• Evidence of strengthening the community and ability to show an understanding of the importance of partnership links. (E)</li> <li>• Experience of working directly with other stakeholders to raise standards and improve opportunities for pupils (D)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Accountability</b>  | <ul style="list-style-type: none"> <li>• Evidence of working with Trustees /Local Committee Members to enable them to meet their responsibilities (E)</li> <li>• Evidence and of impact of school self- evaluation documentation (E)</li> <li>• Evidence of working directly with stakeholders to develop and /or improve a school (D)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Safeguarding</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Safeguarding</b>    | <ul style="list-style-type: none"> <li>• Evidence of a commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Completion of the safeguarding children training (E)</li> <li>• Completion of the safer recruitment training (E)</li> <li>• Completion of the PREVENT training (E)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



# APPLICATIONS

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**Salary:** L15 - 21 (£58,138 – 66,876) Group 2 Outer London  
**Contract type:** Full Time  
**Contract term:** Permanent  
**Start Date :** Flexible start date from either September 2017 or January 2018.

If you have any questions about this position, please do feel free to email either the CEO or Chair of Trustees, mark your email confidential via the school office. Alternatively telephone the School Office. The application is online via TES or by contacting the school office.

Your application form should be completed with reference to the information in this pack. The supporting statement should be no longer the three sides of A4. CV's will not be accepted. The selection panel will take into consideration the qualifications and skills of each applicant as well as experience and personal attributes.

Visits to the school are welcomed and encouraged and are not part of the selection process. To arrange an appointment please telephone the school on 01689 853295. Please contact Farnborough Primary school office for any further information, at [admin.office@farnborough.bromley.sch.uk](mailto:admin.office@farnborough.bromley.sch.uk)

## Safeguarding

The Nexus Education Schools Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This position is subject to a criminal record's check from the Disclosure and Barring Service and will require you to disclose all criminal convictions. This post comes under the requirements of the Childcare (Disqualification) 2009 Regulation and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.

## Equal Opportunities Statement

The Trust welcomes the diversity of gender, ages, abilities, ethnic origins, faiths and cultures of the people who make up our society. It is a fundamental principle of the trust's policies that all people should be valued regardless of their economic circumstances, sex, age, disabilities, culture, ethnicity, language including British Sign Language, religion or sexual orientation. The Trust is committed to promoting equality of opportunity for all people.

Please return completed application form with supporting statement to:-

Mr P Chandler  
Farnborough Primary School  
Farnborough Hill  
Orpington  
BR3 1RF

**Closing date:** Monday 5<sup>th</sup> June 2017

**Interviews:** Friday 16<sup>th</sup> June 2016

**Farnborough Primary School**

**Farnborough Hill, Orpington Kent BR6 7EQ**

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