HAREFIELD INFANT and
HAREFIELD JUNIOR SCHOOLS



HEAD OF SCHOOL
HAREFIELD INFANT SCHOOL

Candidate Information Pack

CONTENTS



The excellent teaching, curriculum and guidance lead to pupils making especially good progress in both their academic and personal development. Regardless of gender or ethnicity pupils' achievement is outstanding, and standards in a wide range of subjects are high. Junior Ofsted, May 2008

Welcome from the Chair of Governors	**Page 2**
Our School	**Page 3**
Vision & Aims	**Page 4**
Staffing Structure	**Page 5**
School Statistics	**Page 6**
Head of School Job Description	**Page 7 - 10**
Head of School Person Specification	**Page 11 - 12**
Contact	**Page 13**

WELCOME

Dear Candidate,

Thank you for your interest in the role of Head of School at Harefield Infant School.

The position is available from the beginning of the Summer Term 2019 and offers the successful applicant the opportunity to further develop their skills as leader and manager of our Outstanding Infant School.

Reporting to the Executive Head, the successful applicant will lead the ongoing development of Harefield Infant School adding to the many achievements of this outstanding school. In addition, the successful applicant will work with Harefield Junior School, Harefield Children's Centre and Harefield as a whole to enhance the schools contribution within the Extended Schools frame-work. You will have the full support of a very effective team of staff, pupils and parents and an experienced, dedicated and above all friendly governing body.

At Harefield Infant School we aim to provide a stimulating and secure environment to:

- enable our children to achieve their very highest educational and personal potential
- encourage them to be independent learners
- prepare them to contribute as members of a diverse multicultural community

In order to continue the development of this Outstanding school, and to build on the many achievements, we wish to appoint a Head of School who is enthusiastic, forward thinking, resil-ient and approachable. If you feel you are able to lead our team, we would be very happy to re-ceive an application from you.

I hope that you will find the information in this pack helpful in understanding the context of our school. In addition, we welcome visits to the schools and would be pleased to give you a tour.

School visits can be booked for w/c 21st January 2019. To arrange an appointment contact Carol Marriot in the Infant School Office on 01895 462399 (email info@harefieldinfants.co.uk).

Please look carefully at the job description and person specification for the post. Your personal statement must relate to the specification and be personalised to meet the priorities of our school.

The closing date for receipt of applications is 27th January 2019 at 11:59pm. Interviews will be held on: 7th February 2019.

I would like to thank you again for your interest in the post, and I look forward to receiving your application.

Yours sincerely,

Barrie Evans
Chair Governors
Harefield Infant and Harefield Junior School Federated Governing Body



Parents who responded to Ofsted's online survey, Parent View, were overwhelmingly supportive of the school's leadership. They used words such as 'fantastic' and 'amazing' to describe the school. Infant Ofsted, July 2017

About Us

Harefield Infant School

Our school embraces life long learning and over the last 5 years our journey has seen a number of exciting developments. The Basic Skills Award in both Foundation Stage and Key Stage 1 demonstrates that, children of all abilities make good progress. We also have the National Association for More Able Gifted and Talented Award recognising our children are working and achieving well and the highest levels are consistently achieved. We recently embarked on achieving the Inclusion Award for our work with children and families who might experience barriers to learning and which aims to ensure children with additional needs are able to access all aspects of school life. As part of the Thinking Schools Alliance our children are taught philosophy and thinking skills from nursery onwards. Their development of reasoning, logic and creativity lead to improved learning and understanding and approach to work. We are a coaching school and also use this approach with each other and the children.

The school is located in the heart of the village and surrounded by two large council estates and two smaller estates run by Housing Associations. There is also a small estate in the village which is owned and run by the Harefield Parochial Charities and provides housing for 'needy families' of the village. Our deprivation factor is 24% and is in line with a National Average (24%). The area has a mixed social economic demographic, with children coming from families where there are no academic qualifications through to professional parents with A levels and higher qualifications. Most of the children come from the 4 lower (IDACI) postcodes. Pupil Premium children account for 16% of the school population. Across the school we have 126 girls and 127 boys which are broadly in line with National Averages. 68% of pupil population is made up of White British, a group that is statistically underachieving nationally. The ethnic minority profile of the school is changing and now stands at 33% and 16% of the children have English as an additional language. The Special Need profile of the school has decreased to 15% (24% for 2017/18) which is slightly above the National Average of 12%. A new SENDco has been appointed to strengthen provision and attainment for this group of learners.

VISION & AIMS





The needs of vulnerable pupils and those who are the most able are well met, enabling them to achieve of their best. Teaching assistants are skilled in challenging and extending the most able pupils as well as supporting and guiding pupils when difficulties arise. Junior Ofsted, May 2008

Our Vision, Mission and Aims for Harefield Infant and Harefield Junior Schools

Our Vision Statement

"Fun, Inspirational Learning. Preparing for life ahead."

Our Mission Statement

At Harefield Infant and Harefield Junior Schools our aim is to include everyone, pupils, staff, parents, governors and the wider community in providing a caring, stimulating environment which enables everyone to feel valued and achieve their full potential.

Our Aims

At Harefield Infant and Harefield Junior Schools we aim to provide a stimulating and secure environment to:-

- enable our children to achieve their very highest educational and personal potential
- encourage them to be independent learners
- prepare them to contribute as members of a diverse multicultural community

STAFFING STRUCTURE





Leaders work closely with the children's centre on the school's site, providing training for parents on literacy and mathematics to support their children's learning. This also ensures the effective transition of children who attend the children's centre into your Nursery provision. Infant Ofsted, July 2017

EXECUTIVE HEADTEACHER

HEAD OF SCHOOL INFANTS

ASSISTANT HEADTEACHER INFANTS (CLASS BASED)

SCHOOL BUSINESS MANAGER INFANTS

HEAD OF SCHOOL JUNIORS

ASSISTANT HEADTEACHER JUNIORS (CLASS BASED)

SCHOOL BUSINESS MANAGER JUNIORS

TEACHING & SUPPORT STAFF TEAMS

14 Teachers Infants

15 Support Staff Infants

STATISTICS FOR OUR SCHOOL



As an Investor in People and Well-being School all staff are clear about their roles, they work tirelessly to continually improve and extend the school's provision. They know their contributions are valued and consequently morale is high. Junior Ofsted, May 2008

SCHOOL INFORMATION

School Type	Primary School	School Status	LA Maintained
Location	Harefield	Local Authority	London Borough of Hillingdon
Denomination	Non Denominational	Age	Infant 3-6,
Co-educational or Single Sex	Co-educational	Number of Teaching Staff	14 Infants (0 NQTs)
Pupils on Roll	Infant 251	% of Children Eligible for FSM	Infant 13%
% of Children with EAL	Infant 16%	% of Children with SEN	Infant 15%
Nursery	Yes	Average Class Size	Infant 23

SCHOOL RESULTS

Key Stage	Reading	Writing	Mathematics
Key Stage 1	75%	68%	69%

To view our results, please visit: www.harefieldinfants.co.uk/

ACCOUNTABILITY

Responsible to: The Executive Headteacher and Federated Governing Body of Harefield Infant and Harefield Junior Schools

Job Purpose including Main Duties and Responsibilities
Provide day to day professional leadership and management of the school that will promote a secure foundation from which to achieve high standards in all areas of the school's work and to contribute to the strategic leadership of the school as part of an overall leadership team. This role includes specific responsibility for SIP, SEF, Teaching and Learning, Attendance/SAP and Safe-guarding.

Core Purpose of the Head of School
The Head of School will work closely with the Executive Headteacher to deliver school development priorities and management decisions are implemented and manage the day to day running of the school. The Head of school will also work closely with the Executive Headteacher to manage the school through strategic planning including formulation of policy and delivery of the strategy.

Through excellent leadership and clear directions, the role will thus include:-

- delivery of the vision, ethos and values of the School;
- delivery of the highest possible educational standards in the school,
- supporting the Executive Headteacher to create an atmosphere and structure in which pupils feel valued and staff have high expectations of them.
- deputising for the Executive Headteacher in their absence.
- designated child protection officer
- day-to-day management, organisation and administration of the school;
- effective management and improvement of learning and teaching in school;
- promotion of excellence, equal opportunities and high expectations of all children and staff;
- effective deployment of resources in line with budget and School Development Plans (SDP) to achieve school aims and targets;
- evaluation of school performance and identification of priorities for continuous improvement including leading on SEF (internal self-review processes);
- engagement with the local community and other stakeholders to ensure that the school remains at the heart of the community;
- promoting the safety and well-being of all pupils and staff.
- creation of a safe and productive learning environment that is engaging and fulfilling for all children.
- any other duties commensurate with the post as reasonably delegated by the Executive Headteacher.

Key Responsibilities:

Strategic direction and shaping the future

1 Work with the Executive Headteacher, Governors and other key stakeholders to ensure the school's vision is clearly articulated, shared, understood and acted upon effectively by all

2 Work within the school community to translate the school's vision into agreed objectives that promote and sustain school improvement

3 Ensure that the school's ethos, values and vision are embedded in everyday work and practice

4 Motivate and work with others to create a shared culture and positive environment

5 Ensure that strategic planning takes account of the diversity, values and experience of the school and the community

6 Play a key role as part of the strategic leadership team, alongside the Executive Headteacher.

7 Keep up to date with Ofsted legislation and ensure the school is Ofsted ready

Leading learning and teaching

8 Maintain a consistent and continuous focus on pupils' achievement and attainment, making sure that assessment for learning is highly effective throughout the school and that all teachers use data, agreed best practice and CPD to bring about further improvements in achievement

9 Create and establish a culture and ethos of challenge and support where all children can achieve success and be engaged in their own learning

10 Demonstrate and articulate high expectations and set stretching targets for the whole school community

11 Implement strategies and maintain effective pupil behaviour management procedures that maintain high standards of behaviour and attendance and ensure these are understood and implemented consistently by all staff.

12 Lead the development and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum which provides challenge and stimulation for all children.

13 Ensure that the school delivers a curriculum which meets national requirements.

14 Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of children

15 Monitor, evaluate and review classroom practice and promote improvement strategies

16 Provide support for teaching classes and groups as necessary

Managing the organisation

17 Produce and implement clear, evidence-based School Development Plans and policies for the development of the areas of responsibility

18 Ensure that policies and practices take account of national and local circumstances, policies and initiatives

19 To chair regular senior leadership team meetings which ensure productive and effective communication, monitoring, decision making and recording.

20 Assist with the recruitment and deployment of teaching and support staff in accordance with agreed procedures and ensure that the school's safeguarding responsibilities are met.

21 Assist in managing staffs workload to achieve the school's ethos, vision, values and goals linked to the School's Development Plan

22 To ensure that the school's performance management (appraisal) procedures are implemented fairly and consistently across all staff and that concerns arising are addressed promptly.

23 Monitor the continuing professional development programme for all staff and ensure fair and equitable allocation of resources and targeted development activities which promote school development priorities.

24 Manage the school environment efficiently and effectively to ensure that it meets the needs of the curriculum

25 Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money

Developing self and working with others

26 Support the development of collaborative approaches to learning within the school and across both schools

27 Regularly review own practice and take responsibility for own personal professional development

28 Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews

29 Treat people equitably and with dignity and respect to create and maintain a positive school culture in line with the school's vision, ethos and values

30 Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work

31 Acknowledge responsibilities and celebrate achievements of teams and individuals to ensure a positive successful culture across the whole school

32 Build a collaborative learning culture within the school and actively engage with other schools/stakeholders to build effective learning communities

33 Manage own workload and that of others to allow an appropriate work/life balance.

Securing accountability

34 With the Executive Headteacher lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate

35 Ensure that systems and procedures for promoting and safeguarding the welfare of children and young people within the school are effectively implemented and to ensure the Executive Headteacher is made aware of and kept fully informed of any concerns arising in relation to safeguarding and/or child protection.

36 To ensure high standards of behaviour from all staff and volunteers in the school, supported by policies and procedures which promote positive engagement, self-esteem, self-discipline, independence and accountability.

37 Fulfil commitments of contractual accountability to the Governors and the Executive Headteacher

38 Work with the Governors and Executive Headteacher, providing information, objective advice and support, to enable it to meet its responsibilities

39 Develop further and strengthen the school vision, values and ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes

40 Ensure individual staff accountabilities are clearly defined, understood, agreed and subject to rigorous review

41 Develop and regularly present a coherent and accurate account of the school's performance and improvement to Governors and other audiences as required

42 Ensure the school is maintained effectively and provides a safe and secure environment for pupils, staff and visitors.

43 To be aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children, young people and vulnerable adults as it relates to this role.

Strengthening community

44 Build a school culture and curriculum which take into account the richness and diversity of the school's communities

45 Ensure learning experiences for children are integrated with the wider community, and that some of these are community-based

46 Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of children and their families

47 Develop, implement and maintain effective strategies to promote engagement of the whole school community. In particular to establish effective partnership with all parents/carers and promote their involvement in supporting and improving their children's achievement and personal development

48 Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enrich the school and its value to the wider community

49 Develop and maintain effective relationships with the whole school community, the police, local authority and other outside agencies to protect children.

This job description is not your contract of employment, or any part of it. However, this job description may be amended at any time, following consultation between the Executive Headteacher and the governing body and will be reviewed annually.

Harefield Infant and Harefield Junior Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We follow safer recruitment procedures.

HEAD OF SCHOOL - INFANTS
PERSON SPECIFICATION

E = Essential Criteria, D = Desirable Criteria

QUALIFICATIONS		
Qualified Teacher Status	E	
Degree	E	
Management Qualification / Experience	E	
EXPERIENCE		
To have had at least 5 years successful teaching experience	E	
To have experience of teaching in more than one key stage in the primary age range		D
To have recent Senior Management experience in the primary age range, including the administration of appraisal to teachers and support staff	E	
To have been involved with financial planning or budgetary decisions	E	
To have had additional responsibility (ies) for a curriculum area(s) and experience of turning policy into effective and successful practice.	E	
To have a thorough knowledge of the new National Curriculum	E	
To have a thorough knowledge of the Early Years	E	
To have had experience of planning and delivering school based INSET	E	
Experience of successful development planning	E	
Experience of coaching and mentoring NQTs and other colleagues to effect school improvement	E	
Ability to show impact of leading whole school developments	E	
Experience of effective teaching, assessment and target setting	E	
Leadership of a significant area or phase including the responsibility for raising standards across the whole school.	E	

KNOWLEDGE AND UNDERSTANDING	
A clear understanding of the essential qualities necessary for effective teaching and learning.	E
Ability to create a dynamic and personalised curriculum that enriches and enhances provision, built on outstanding use of formative assessment.	E
Ability to help refine an approach to curriculum planning, assessment and reporting to increase pupil achievement	E
Experience of evaluating the impact of Pupil Premium Sports Strategy Funding	E
Ability to develop the whole school-learning environment, whether physical or virtual, to improve pupil engagement, raise achievement and provide a stimulating space to learn and play	E
QUALITIES, SKILLS AND ABILITIES	
An excellent classroom practitioner, delivering at least consistently good and frequently outstanding lessons, and the ability to demonstrate outstanding practice	E
To have good organisational skills, and be able to work to deadlines	E
To have the ability to manage, lead and motivate staff, working collaboratively and effectively with others	E
The ability to analyse data, to evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for whole school improvement	E
The ability to develop and review whole school systems to ensure robust evaluation of school performance and actions to secure improvements	E
Experience of using data analysis and other management software	E
Experience of dealing with situations that may include tackling difficult incidents and conflict resolution	E
Experience of working successfully with a range of outside agencies	E

The panel will use the following assessment tools:

Application Form, Interview, Selection Activities and References



Children love the Forest School, where they have plenty of opportunities to explore their surroundings, be imaginative and extend their understanding of the world.
Infant Ofsted, July 2017

CONTACT

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