

RABBSFARM PRIMARY SCHOOL

Candidate Information Pack

HEADTEACHER



*“Looking forward
by inspiring minds
and dreams”*

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BACK COVER (STATISTICS)	

"My son has learnt and experienced so many new things. Not only his studies, but his overall development has been outstanding. He has made many friends and been involved in so many different school activities."

Parent Feedback



"I was impressed with the level of commitment that staff display around children, especially those with SEN. I value their expertise and willingness to continue to do all they can for the children at Rabbsfarm."

External Visitor

WELCOME FROM THE CHAIR

Dear Candidate,

On behalf of the Governing Body of Rabbsfarm Primary school, we are delighted that you have shown an interest in our school and the opportunity to become our next Headteacher.



You will find enclosed a pack of information about the responsibilities of the Headteacher, the expertise and qualities we are looking for in the successful candidate and information about the school itself. We have tried hard to draw out the values and culture of the school so that you can make an informed judgement about whether this is a role that would inspire you to achieve great things with us.

The school was rebuilt in 2014 and with the new building and facilities came a change in ethos and core values that the staff and community have worked hard over the intervening years to establish and progress.

Rabbsfarm Primary School serves a very diverse community with varying levels of need. As you will see from the comments our school is highly regarded by parents, children, and stakeholders in the local area. We have high expectations at Rabbsfarm, and this is exemplified by the children who are well behaved, courteous and achieve well. This is the result of many years of hard work by the school and staff and characterised by the strength and visibility of the school's ethos and core values.

The Governing Body are looking to appoint a new Headteacher that that can continue the progress already made, working collaboratively, and enabling staff to maintain and further develop these high standards.

If you are a successful, experienced leader looking for your next step or an existing Headteacher ready for a new challenge we would be delighted to hear from you. I encourage you to visit Rabbsfarm Primary School so that you can experience the positive learning environment for yourself.

Further information about the school can be found in the pack and on our website. We would welcome a visit to come and see our school on a normal working day.

To arrange a visit to the school please contact Mrs Karen Ayris, Office Manager on 01895 444 971 or via office@rabbsfarm.hillingdon.sch.uk

With Kind Regards,

Denise Gray

CHAIR OF THE GOVERNING BODY



ABOUT OUR SCHOOL



Originally opened in 1969 with an opening roll of just 64 children split across the infant and junior phases of education; Rabbfarm has undergone significant changes throughout its history in order to meet the changing needs of our local community.

The new school building, pictured to the right opened in 2014 to critical acclaim, winning the “Best Educational Building” award at the Building Excellence Awards 2016 and now provides 3 form entry across the entire primary school age range.



Throughout our history, Rabbsfarm has always continued to uphold its reputation for providing a happy, caring, supportive and stimulating environment for our children whilst striving to achieve academic excellence.

“I have watched my child turn in to a confident and very happy young man in such a short space of time. Warm & welcoming, this school focusses on pupils, their interactions with each other, their happiness & their needs. I cannot tell you in words how fantastic this school is.”

Parent Feedback

Governors and staff at our school have always sought to share a clear mission; to provide an inclusive, caring and supportive learning environment, which has high aspirations, expectations and values, and celebrates difference and diversity.

We believe in developing a learning community and in the power of partnership. Our aim is for all our children to become confident, happy and creative life-long learners. Rabbsfarm is a thriving school, striving for excellence. We see every day as an opportunity and believe that we can all achieve great things.

THE SCHOOL COMMUNITY

The Rabbsfarm community is diverse, reflecting the growth of the local area. Our curriculum draws inspiration from the local and wider communities, as well as the children's interests and is delivered in ways that guarantee pupils have ownership of learning processes.

The percentage of children entitled to Free School Meals and on the SEND register is above national average; however the needs of these pupil groups is skilfully understood, so that most make better than expected progress from low starting points.

Through our dedicated 'Launch Pad' classroom, Rabbsfarm provides an outstanding nurturing environment to enable children to learn the confidence and skills they need to enter mainstream schooling. We are proud to have achieved the IQM Centre of Excellence Award.



Our school is fortunate to have very strong links with our parent and carer community, through our Parent Council. The Parent Council which was established in 2013 meets on a regular basis to discuss ideas and put forward a parental voice to the leadership of the school.

The close links that we share with parents and carers are reflected in the way that our loyal, and passionate staff team operate at Rabbsfarm. Working closely together, we provide a nurturing environment in which children feel safe, respected and thrive.

The entire Rabbsfarm community shares our vision and by working in partnership, we aim to ensure that we are always *"looking forward, by inspiring minds and dreams"*.

We encourage you to visit [our school website](#), which contains a wealth of information about our school and our school community.

JOB DESCRIPTION

Based on The Headteachers' Standards 2020

ACCOUNTABILITY

Responsible to: The Governing Body of Rabbsfarm Primary School.

Responsible for: Carrying out the duties of Headteacher in line with the conditions of employment as set out in the current School Teachers' Pay and Conditions document, the National Standards of Excellence for Headteachers and the policies and procedures of the Governing Body.

This Job Description is based on the non-statutory National Standards of Excellence for Headteachers; these reflect the idea that Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high-quality teaching and achievement in schools and a positive and enriching experience of education for children. Together with those responsible for governance, they are custodians of the nation's schools. The Headteachers' Standards set out how headteachers meet these high expectations.

CORE PURPOSE

The core purpose of the position of Headteacher is to provide dynamic and professional leadership for Rabbsfarm Primary School to secure its continued success and improvement, ensuring high-quality education for all its children.

The Headteacher should inspire, challenge, motivate and empower all members of the school community to carry this vision forward. The Headteacher also has the ultimate responsibility to manage the school's resources effectively and cultivate a safe environment that secures and promotes the highest achievement of both children and staff.

THE NATIONAL STANDARDS OF EXCELLENCE (2020)

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

The first section of the headteachers' standards outlines the ethics and professional conduct expected of headteachers. This is developed from part 2 of the teachers' standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of headteachers.

The second section sets out 10 headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the standards.

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers. The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.

JOB DESCRIPTION

SECTION ONE | ETHICS AND PROFESSIONAL CONDUCT

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Headteachers uphold and demonstrate the Seven Principles of Public Life. Known as the Nolan principles, these form the basis of the ethical standards expected of public officeholders:

SELFLESSNESS
INTEGRITY
OBJECTIVITY
ACCOUNTABILITY
OPENNESS
HONESTY
LEADERSHIP

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour.

Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and always observe proper boundaries appropriate to their professional position.
- show tolerance of and respect for the rights of others, recognise differences and respect cultural diversity within contemporary Britain.
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensure that personal beliefs are not expressed in ways that exploit their position, children's vulnerability or might lead children to break the law.

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's children.
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities, and modelling the behaviour of a good citizen.
- uphold their obligation to give account and accept responsibility.
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- take responsibility for their continued professional development, engaging critically with educational research.
- make a positive contribution to the wider education system.

SECTION TWO | THE HEADTEACHERS' STANDARDS

Domain One: School Culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where children experience a positive and enriching school life.

JOB DESCRIPTION

Domain One: School Culture (continued)

- uphold ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment.
- ensure a culture of high staff professionalism.

Domain Two: Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how children learn.
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- ensure effective use is made of formative assessment.

Domain Three: Curriculum and Assessment

Headteachers:

- ensure a broad, structured, and coherent curriculum entitlement that 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 children are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- ensure valid, reliable, and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum.

Domain Four: Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all children, built upon relationships, rules and routines, which are understood clearly by all staff and children.
- ensure high standards of pupil behaviour and courteous conduct per the school's behaviour policy.
- implement consistent, fair, and respectful approaches to managing behaviour.
- ensure those adults within the school model and teach the behaviour of a good citizen.

Domain Five: Additional & Special Educational Needs and Disabilities

Headteachers:

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

JOB DESCRIPTION

Domain Six: Professional Development

Headteachers:

- 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.

Domain Seven: Organisational Management

Headteachers:

- ensure the protection and safety of children and staff through effective approaches to safeguarding, as part of the duty of care.
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds.
- ensure staff are deployed and managed well with due attention paid to the workload.
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- ensure rigorous approaches to identifying, managing, and mitigating risk.

Domain Eight: Continuous School Improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers that 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 the school's context.
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Domain Nine: Working In Partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community.
- commit their 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 children.

Domain Ten: Governance and Accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.

JOB DESCRIPTION

Domain Ten: Governance and Accountability (continued)

- establish and sustain a 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.

PERSON SPECIFICATION

KEY AREA AND CRITERIA	ESSENTIAL OR DESIRABLE	HOW WILL YOU BE ASSESSED?
QUALIFICATIONS AND EXPERIENCE		
Experience as a Headteacher within a primary school setting; or significant experience as a primary school Assistant or Deputy Headteacher with "whole school" responsibilities.	Essential	Application
A graduate-level qualification (or equivalent) and UK Qualified Teacher Status (QTS)	Essential	Application / Certification
Relevant professional development commensurate with the level of a senior member of a school leadership team	Essential	Application
Evidence of your contribution to the strategic direction of a school which may include whole school development	Essential	Application & Interview
Experience in working with children with additional needs and disabilities	Essential	Application & Interview
Safeguarding Training (to the level of a Designated Safeguarding Lead)	Desirable	Application / Certification
National Professional Qualification for Headship (NPQH), higher or equivalent	Desirable	Application / Certification
Safer Recruitment Training (accredited) or proven experience in recruiting staff within a school	Desirable	Application / Certification
Experience in making use of the social and cultural diversity within a school and experience of working in a socio-economically & culturally diverse community	Desirable	Application & Interview
SCHOOL LEADERSHIP		
An ability to create and secure a commitment to the school's vision, aims and ethos from all members of the school community	Essential	Application & Interview
Ability to consistently model the essential qualities required for effective teaching and learning	Essential	Application & Interview
Proven experience in leading curriculum development and curriculum changes at a whole school level	Essential	Application & Interview
Knowledge and understanding of the Early Years Foundation Stage curriculum as well as the wider primary curriculum	Essential	Application & Interview
An inclusive and aspirational vision for all children including those with special educational needs and disabilities	Essential	Application & Interview

PERSON SPECIFICATION

SCHOOL LEADERSHIP (CONTINUED)

A collaborative approach to school leadership, working with a diverse and skilled group of practitioners	Essential	Application & Interview
Show knowledge of a range of strategies for behaviour management and how to effectively implement them in school	Essential	Application & Interview
Show an ability to lead a team, devolving responsibility where appropriate, delegating tasks accordingly and monitoring performance to ensure strategies are effective and targets met	Essential	Application & Interview
Evidence an ability to analyse school datasets to evaluate performance and plan appropriate actions for improvement or further development	Essential	Application & Interview
Evidence an ability to identify the professional development needs of school staff through effective, evidence-based monitoring and formal performance management	Essential	Application & Interview
Demonstrate a robust knowledge of the statutory requirements for effective safeguarding and child protection within the school	Essential	Application & Interview
Demonstrate experience of how to make informed use of inspection, benchmarking, and research findings to apply good practice from other sectors and organisations	Essential	Application & Interview
Demonstrate an experience in change management and/or conflict resolution between adults in school (parents, carers, or staff)	Essential	Application & Interview
Show a proven experience in managing the HR process, in conjunction with professional advisors for all staff in school	Essential	Application & Interview
Have a strong understanding of financial management, including financial planning, budgetary management and principles of best value	Essential	Application & Interview
Provide evidence and examples of building and developing effective relationships with all members of the school community including parents/carers, staff, governors, and the wider community	Desirable	Application & Interview
Show experience of working with a Governing Board to manage the school effectively including developing and maintaining the school's vision, values, and ethos	Desirable	Application & Interview

PERSONAL ATTRIBUTES

Excellent written and oral communication skills and experience in working to deadlines / changing demands	Essential	Application & Interview
Proven ability to plan and prioritise your workload and a value base that respects a team with numerous skills and strengths	Essential	Application & Interview
Previous experience in thinking creatively to anticipate and solve problems	Essential	Application & Interview
Demonstrate good judgement and sound emotional intelligence	Essential	Application & Interview
A positive attitude and dynamic character to inspire the team	Essential	Application & Interview
The ability to employ effective strategies to remain resilient, robust, and calm under pressure	Essential	Application & Interview





KEY SCHOOL STATISTICS

Number on roll (Reception - Year 6):	559
Number on roll (Nursery):	43
Net Capacity (inc. Nursery):	720
EAL:	48%
SEN with EHCP:	4.6%
SEN:	9%
FSM:	31%

Rabbsfarm Primary School, Gordon Road, Yiewsley, West Drayton, UB7 8AH
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The information within this candidate information pack, specifically the job description and person specification is not an exhaustive list of duties and responsibilities, and the post-holder may be required to carry out other tasks commensurate with the general level of responsibility of this role. The Job Description and Person Specification may be amended at any time after consultation with the post-holder and the Governing Body.