



Chisenhale Primary School

Learning together for a better future

Headteacher Recruitment Pack

chisenhale.towerhamlets.sch.uk

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Chisenhale Road, Bow

London E3 5QY

January 2022



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Welcome from the Chair of Governors

January 2022

Dear Candidate,

On behalf of the children, the staff, and the governors I'd first like to thank you for your interest in our school. Our outgoing head Sharon Taylor who leaves us at the end of spring term to take on new challenges in a bigger school has done a wonderful job over the last 4.5 years, (not least during extremely challenging times over the last 2 years) and we're excited to meet candidates to find out how they can build on Sharon and her team's great work.

Chisenhale is a 1.5 form entry school with potential for expansion to 2 form which is currently under discussion with a very supportive local authority. We are located south of Victoria Park and within walking distance of Mile End and Bethnal Green tube stations. Despite our size and relatively small catchment area our intake and school population is incredibly diverse, Chisenhale has a fantastic reputation in the local area for being inclusive and we are particularly proud of how our support of SEN children strengthens that reputation even further. We are also very lucky to have the support of The Tower Hamlets Partnership (THEP) as well as a tight knit group of local schools who support, educate, and improve each other as part of the Teach East London Teaching School Alliance (TELTA). The training and development that these two partnerships offer the school has played a significant role in establishing such high standards of teaching across the school and is incredibly motivating for teachers at all levels.

Our ethos of 'Respectful Citizens in a World of Possibilities' is underpinned by the values of 'Confidence; Curiosity; Ambition; Resilience; Creativity; Co-operation & Kindness'. Despite the financial constraints that all schools have had to deal with over recent years the staff have done an incredible job in keeping the curriculum broad and turning these values into reality on a day-to-day basis. Our Ofsted inspection in March 2019 bore this out with a rating of good and we'd urge candidates to review the report as we feel it captures a lot of what was and remains great about Chisenhale.

We are lucky to have such an engaged parent community at our school. The PTA is a vibrant and active part of school life (and fund raising), but we also have a long tradition of parents helping to support the school by offering time or expertise. One of our hopes for the remainder of 2022 is that the loosening of Covid restrictions will allow this to parental interest to flourish even further and the successful candidate leading our school will be a big part of this.

Last but very much not least are the children. Everything the school does is moulded around what is best for our unique school population and how best to support them during their time at Chisenhale. They are energetic, curious, and determined and continue to make the school a great reflection of our local area which is defined by its diversity and creativity in one of the most dynamic boroughs of our capital city.



Chisenhale Primary School

This is a fantastic opportunity for a passionate, energetic candidate who has the vision to build on what is already a brilliant foundation and improve our school even further. We look forward to meeting you.

We would love all potential candidates to visit the school and have the opportunity to ask questions of our outgoing headteacher Sharon. To organise a visit please contact Kim Glynn (020 8980 2584) to arrange a day and time.

Yours sincerely

Neil Cunningham, Chair of Governors



Recruitment Process Details

To start: Easter or September 2022

Salary range: Group 3 L18 – L24 (£72,125 - £81,461)

Closing date for applications: 12 noon, 14th February 2022

Interview dates: 24th & 25th February 2022

(Candidates to be notified of attendance by 18th January 2022)

A visit is essential and can be booked through Kim Glynn (020 8980 2584) in our school office.

If you have any questions or to have an informal chat with our adviser, please call Andrew Best on 07917 080201.

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

Please use the Tower Hamlets Application form provided and follow the application instructions carefully.

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

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

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

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



About the School

Chisenhale is proud to be a community school. Our community is a rich social and ethnic mix and families are welcomed to become an important part of school life. We have a really committed and hard-working staff team, who want children to enjoy learning through a range of interesting experiences.

As a school, we have a strong ethos of inspiring children to enjoy learning. We celebrate the rich diversity within our community and nurture children's individuality.

Staff's particular talents are valued, and we also recognise the need for consistency and shared standards for school life.

Chisenhale is also marked by the strength of its partnerships with outside organisations, through which we can offer children a range of rich experiences, including the Worshipful Companies of Weavers, Chisenhale Art Studios and Gallery, and THAMES through which we offer a wide range of instrumental lessons.





School Vision and Values

Our vision is “Learning Together for a Better Future” and in order to achieve this vision we aim for all children to be:

- Successful learners
- Confident individuals
- Responsible citizens

We aim for all children to be respectful citizens in a world of possibilities.

Our curriculum, ethos and practices are built upon these threads with a focus on seven core values:

- Confidence;
- Curiosity;
- Ambition;
- Resilience;
- Creativity;
- Co-operation; and
- Kindness.

Rights Respecting

Our vision and values support Articles 3, 28, 29, 31 the United Nations Convention on the Rights of a Child.

Article 3: The best interests of a child must be a top priority in all things that affect children.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child’s personality, talents and abilities to the full.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

The past three years has been a journey for the Chisenhale community, as we strive to ensure that pupils, staff and all stakeholders are aware of the UN Convention on the Rights of the Child.

Two assessors UNICEF visited our school to see all the work that has been carried out to support our pupils’ understanding and to assess the impact of our work. The UNICEF team spent time visiting classrooms and interviewing parents, pupils, staff and governors. The assessors were hugely positive about the pupil's understanding of the articles and we are so proud that Chisenhale was awarded the hugely prestigious Gold standard award!



School Curriculum

Our children learn through a Creative Curriculum, which we continue to develop considering the intent, implementation and impact of our teaching, in order to make learning more exciting and meaningful. We have high expectations of all children and give lots of praise. We believe our job is to inspire and motivate through the learning experiences we offer children.

The school aims to promote a unified, rights respecting approach, to enable high quality learning.

Examples of what this looks like in practice are:

- Each topic has a “big bang” to start (such as a trip, or a day in role) and a “grand finale” to finish (such as an opportunity for children to share their work with other classes, or an event where parents are invited in to enjoy the work).
- We try to offer as many real experiences as possible, including visiting experts, trips and enterprise projects.
- We encourage learning in role, such as when Florence Nightingale visited KS1, to help them think about what jobs might need doing at her hospital.
- We work from core texts, which are rich and exciting books that engage and excite children in learning.
- Successes are celebrated in a variety of ways, including displays, assemblies, newsletters and postcards home.

We currently are operating as a two form school with two small classes in each year group. The topics link as many aspects of learning as possible.





Ofsted – October 2015 & March 2019

Inspection Judgements 2015

Overall effectiveness: how good is the school? 2

The school's capacity for sustained improvement 2

In March 2019, the Short Ofsted inspection noted that the school continues to be good.

Key Findings

- The first line of enquiry we agreed was to look at how leaders are using the additional funding for disadvantaged pupils, particularly for the most able. This is because in 2018 the proportion of disadvantaged pupils exceeding the expected standards was not as high as for other pupils nationally.
- Leaders swiftly identified where disadvantaged pupils' progress across the school was not as strong as it could be. They have ensured that teachers know their pupils, particularly those entitled to additional funding. This has enabled teachers to plan challenging work to meet pupils' needs. Books show that there is little difference between the progress and quality of work for disadvantaged pupils when compared to their peers. In some subjects they are achieving better. In classes, all pupils are equally able to offer contributions and have high ambitions for themselves.
- The second line of enquiry was to look at work leaders have done to address the recent decline in pupils' progress in reading from key stage 1 to the end of Year 6.
- Reading lessons show that teachers have strong subject knowledge. Leaders' decision to teach reading collaboratively has been successful in enabling pupils to develop their understanding and use of vocabulary. In reading lessons, teachers' questioning is probing and draws out pupils' knowledge. Guided reading sessions develop independence and pupils actively engage in their tasks when not working directly with a teacher or support staff. Leaders' choice of core book texts stimulates pupils' interest in their reading. The text 'The Wolf Story' challenged pupils' assumptions about characters in traditional tales effectively, leading to interesting observations by pupils. The writing seen shows that pupils across the school can use words that are more challenging accurately.
- In a key stage 1 lesson, boys were enthusiastically discussing what information they needed to add to their poster as their response to the non-chronological texts about large animals. Through the task, they were able to recall a high level of appropriate vocabulary when describing the animals.
- The 'Reading Challenge' programme is proving successful. Pupils read high quality texts and recommend books to each other. Teachers model how to develop reading skills and preferences well. Pupils know they can justify not completing a book if it doesn't interest them.



- I heard a number of pupils, from Years 1 to 6, read during the inspection. They consistently read their chosen texts fluently. They were very enthusiastic about how the 'challenge' programme enables them to experience a wide range of books. They could identify favourite authors and explain how reading helps them with their work across the curriculum.
- The final area we looked at is the work leaders have done on providing an enriched curriculum. This is because the website describes the 'big bang' approach to introducing new topics.
- Leaders have conducted a review of the design of the curriculum at Chisenhale. Lessons are timetabled to maximise learning time across the week. For example, some physical education lessons are taught in the morning. This is because pupils' physical development is a whole-school priority. Pupils' learning is mapped out to ensure that the curriculum is broad and balanced. This is evident in the topic books seen. They write successfully across a wide range of subjects. This is particularly apparent in the impressive science work seen in upper key stage 2 books. Evidence of the 'big bang' can be seen in all year groups. This approach ensures that all pupils have similar immersion in the topic so that they can use the experiences to develop appropriate vocabulary. Pupils' work in the recent project about the effect of pollution is underpinned by the school's aim of 'Learning together for a better future'.
- The skilled team of middle leaders promotes their subject areas with tremendous enthusiasm. They know that work needs to be done to ensure that learning is clear and makes sense to pupils. They are identifying key skills associated with subjects so that pupils can develop learning behaviours, for example to be historians, scientists and geographers. They are also working to ensure that the high expectations in core subjects are being shown across the whole range of curriculum subjects.
- However, leaders agree that there are still some inconsistencies in the quality of work to be addressed with teachers. Training for staff is developing to support them to use the best practice across the school to improve their own classroom practice.

Next steps for the school Leaders and those responsible for governance should ensure that:

- effective procedures are developed to measure the impact of the curriculum, so that all groups of pupils can successfully link learning across the curriculum subjects to ensure that work is of a consistently high quality.



2021 Data Assessments

Covid has impacted School End of Key stage testing and data management. As a school we completed teacher assessments of the children, the results are as follows.

EYFS: 66% at age expectation

Year 2 2021

| | % At age expectation | % Above age expectation |
|---------|----------------------|-------------------------|
| Reading | 69 | 14 |
| Writing | 74 | 5 |
| Maths | 66 | 0 |

Year 6 2021

| | % At age expectation | % Above age expectation |
|---------|----------------------|-------------------------|
| Reading | 71 | 31 |
| Writing | 66 | 20 |
| Maths | 86 | 41 |

Phonics screening in Year 2 – Autumn 2021: 82%

Financial Statement

The School has a good record of careful budget management and, despite the financial difficulties facing schools in managing to balance the budget.

The Finance Team are working to find a solution for future financial stability by increasing the school roll.





School Improvement Priorities

The school continues to work towards its vision of **Learning Together for a Better Future**. We aim to enable children to become successful learners, confident individuals and responsible citizens. We have developed strong partnerships with parents and outside organisations that continue to support children and families on this journey. As a school we have a strong, inclusive teaching and learning ethos. We place a high value on creative cross-curricular learning and on providing the children with a range of rich and varied learning experiences.

Our main priorities for 2021 – 2022 are:

- Progress - closing gaps in the core curriculum; accelerating progress to be in line with National and Borough
- Curriculum - adjusting the curriculum post impact of Covid & developing an anti-racist curriculum;
- SEN/D - raising the profile; develop first quality teaching & effective interventions

These priorities will be reviewed in response to

- Results of progress through each year's School Improvement Plan
- School data, both internal and through national assessments
- Quality of teaching, as evidenced by the monitoring cycle
- Pupil, parent and staff voice
- Local and national initiatives



Members of the Chisenhale Governing Body

| | Category & Expiry | 1 st name | 2 nd name | | Category & Expiry | 1 st name | 2 nd name |
|---|---|----------------------|----------------------|----|--------------------------------|----------------------|----------------------|
| 1 | Head Ex officio | Sharon | Taylor | 10 | Co-opted 04/03/2023 | Ben | Woolner |
| 2 | Staff 31/08/2023 | Harriet | Bowrey | 11 | Co-opted 15/11/2025 | Thomas | Georgiou |
| 3 | Parent 31/10/2025 | Elaa | Zounaghi | 12 | Co-opted 15/11/2025 | Maddy | Masgood |
| 4 | Parent 31/10/2024 | Rob | Hughes | 13 | Co-opted | Vacancy | |
| 5 | Parent ^{VCHR*} 31/10/2022 | Sarah | Hannett | 14 | Co-opted | Vacancy | |
| 6 | Parent ^{CHAIR*} 28/02/2023 | Neil | Cunningham | | Associate 13/05/2023 | Jonathan | Clamp |
| 7 | LA 01/03/2024 | Jennifer | Lowe | | Associate 16/11/2024 | Giles | Ridley |
| 8 | Co-opted 16/11/2024 | Paul | Kenning | | | | |
| 9 | Co-opted | vacancy | | | | | |



Headteacher Job Description

Salary: L18 – L24 (£72,125 - £81,461)

Qualities:

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

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

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

Duties, ethics and professional conduct:

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

Main Purpose:

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

Our Headteacher will:

School Leadership & Culture

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



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

Teaching and Learning

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

Curriculum and Assessment

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

Behaviour and Attitudes

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

Additional and Special Educational Needs and Disabilities

- ensure our school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively



- ensure our school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure our school fulfils its statutory duties with regard to the SEND code of practice

Professional Development

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

Organisational Management

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

Continuous School Improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to our school's context



- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in Partnership

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

Governance and Accountability

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

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

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



Person Specification

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



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



E- Essential, D Desirable

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