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HINCHLEY WOOD  
LEARNING PARTNERSHIP



**Headteacher  
Thames Ditton Junior School**

**Application Pack**



Chief Executive Officer; Mr Ben Bartlett BA (Hons) MA (Educ Mgmt)

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March 2023

Dear Applicant

**Re: Headteacher of Thames Ditton Junior School**

Thank you for your interest in joining Thames Ditton Junior School, within this pack you will find information about the school and the application process.

Thames Ditton Junior School is a popular 3 form entry school located on the borders of south west London, with 360 pupils from Year 3 to Year 6. The school also has learning and additional needs provision, supporting 16 pupils who have moderate learning needs and/or speech and language needs. The school has recently converted to academy status and joined Hinchley Wood School and Hinchley Wood Primary School in a multi academy trust – the Hinchley Wood Learning Partnership.

This is an exciting time to join Thames Ditton Junior School, and our new Partnership, and help to shape a new era of development and growth so that all children are able to reach their full potential. The successful applicant will build upon the current strengths of the school whilst being able to effectively analyse how it can and should improve in order to realise its vision to deliver outstanding education. The successful applicant will have the support of the Partnership, Trustees, CEO and the Local Governing Body.

The role would be suitable for an experienced Headteacher or a member of a senior team looking for their first Headship. Our new Head will need to be open to new ideas, but have plenty of their own; be innovative and visionary to help us succeed in achieving our goals. We don't just focus on a narrow set of academic outcomes but are committed to ensuring our pupils are equipped with the relevant skills to prepare them for their future education wherever that may be.

If you have a strong desire to help pupils of all abilities achieve the best they can whilst fulfilling your own potential, we would very much welcome your application. We offer a competitive salary (London Fringe Leadership Pay Scale points 16 - 20) and support for your professional development from the CEO, supportive Local Governing Body and Trustees. Please contact us if you have any questions prior to applying or would like to arrange a visit. Contact details can be found on the last page.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The position advertised is subject to an Enhanced Disclosure and Barring Service Check. Staff and governors have also established a code of conduct, an extract is included within this pack, which applies to all members of the school community.

I look forward to receiving your application by **Wednesday 22<sup>nd</sup> March 2023**, and appreciate the time you have taken to consider and apply for this post. If you would like to arrange a visit prior to application please find details on the final page of this pack. For information interviews are scheduled to take place on Tuesday 28<sup>th</sup> March.

Yours faithfully

Ben Bartlett  
Chief Executive Officer



## Background Information

We are looking forward to appointing a Headteacher for Thames Ditton Junior School who will be a role model and provide outstanding leadership for the school and the local community. We believe the school's potential will be realised by an individual who combines high expectations with sensitivity to pupils' individual needs.

In Summer 2022, analysis of the KS2 SATs results shows that the attainment of pupils at Thames Ditton Junior School exceeded national averages in Reading, Writing and Maths. Progress data for the end of KS2 was amongst the top 20% of schools nationally in both Reading and Maths. The latest Inspection Dashboard Summary Report (IDSR) includes the following summary of attainment and progress headline measures:

### Reading, writing and mathematics - 2022

	KS2 Progress	KS2 Attainment
<b>Reading</b>		
Significance	Sig above national (104 pupils)	Sig above national (120 pupils)
Highest/lowest 20%	Highest 20%	Highest 20%
<b>Writing</b>		
Significance	In line with national (104 pupils)	Sig above national (120 pupils)
Highest/lowest 20%	–	–
<b>Mathematics</b>		
Significance	Sig above national (104 pupils)	Sig above national (120 pupils)
Highest/lowest 20%	Highest 20%	Highest 20%

### Other attainment measures - 2022

	KS2 EGPS	KS2 combined RWM
Significance	Sig above national (120 pupils)	Sig above national (120 pupils)
Highest/lowest 20%	Highest 20%	Highest 20%

Whilst progress measures across the school overall were positive overall, it is expected that progress scores for pupil sub-groups (including the Pupil Premium Group) will rise over time with the right leadership.



In March 2018, an Ofsted Inspection of Thames Ditton Junior School judged Safeguarding to be effective stating that “Staff and governors have an acute understanding of the need to keep pupils safe in school”. Inspectors also stated that:

*“Thames Ditton Junior School is a warm and welcoming school where children flourish.”*

The Thames Ditton Junior School Senior Leadership Team (SLT) has been restructured for 2022/23 with new appointments made as follows:

- Interim Headteacher
- Deputy Headteacher (3 day/week to support maternity leave of substantive Deputy Headteacher until May 2023)
- Assistant Headteacher
- Trust Inclusion Lead
- Head of Centre for the Additional Needs provision
- English Subject Lead
- Maths Subject Lead
- Whilst not a member of SLT, our long-standing Home School Link Worker works closely with the SLT to support our families who need additional support.

Key priorities for the school moving forwards include:

- To ensure that teaching is adapted to meet the needs of all learners to ensure they make good or better progress against their individual goals including raising the profile and increasing the achievement of vulnerable groups especially SEND and Disadvantaged (PPG) learners.
- To embed a new curriculum framework, relevant to the pupil’s developing needs as they progress through the school.
- To review and develop the teaching of Maths, English, Phonics and reading across the school to ensure quality first teaching for all.
- To implement ‘Stay on Green’ as a shared and consistent behaviour policy across the school.
- To audit CPOMS and safeguarding practices so that consistent, efficient and effective practice ensures a positive culture of safeguarding.
- To develop the TDJS staff team, making new appointments and providing training and support as needed.
- To develop the school site to support positive social times for the children through smooth transitions at the beginning and the end of the school day and positive play opportunities at break and lunchtimes.

The priorities within the TDJS School Development Plan sit alongside the Hinchley Wood Learning Partnership Development Plan which includes priorities for Finance, Premises, Appraisal and wider HWLP Safeguarding.

Thames Ditton Junior School has a dedicated staff team who regularly go the extra mile to ensure that our pupils achieve their full potential. This engenders a happy and secure environment with strong relationships between teachers and pupils. To sum up, our school is a safe and caring community with lots of opportunities, an environment where children want to learn and where they are proud of their school.





## Location



**Thames Ditton** is located on the borders of south-west London with good road and public transport links. The M25 and A3 provide convenient road links to other areas.

Thames Ditton railway station offers a regular service to London Waterloo Monday to Saturday at 26 and 56 minutes past the hour. The 458, 461 and 715 bus services link the school to the nearby towns of Surbiton, Kingston and Esher.

Thames Ditton is approximately 3.5 miles south from Kingston upon Thames, a buzzing market town, with extensive venues such as multiplex cinema, leisure centre, an excellent regional shopping centre and a large selection of bars restaurants and night clubs. Surbiton, with regular fast rail links to London is 2 miles away and further south are the towns of Esher, Cobham and Walton upon Thames which offer a further selection of recreational facilities.



# HINCHLEY WOOD LEARNING PARTNERSHIP



## The Hinchley Wood Learning Partnership

**Our vision is to inspire all our pupils to be ...**

### **Confident**

Have self belief, communicate clearly in any situation

### **Considerate**

Respect others' views and values

### **Determined**

Work hard to achieve the highest possible standards in all aspects of life

### **Enthusiastic**

Willing to learn from mistakes and maintain a positive outlook

### **Independent**

Take responsibility for themselves and their learning





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## Extract from the Staff Code of Conduct

Our Code of Conduct sets clear guidance on the standards of conduct and behaviour expected from all staff at Hinchley Wood Learning Partnership (HWLP). The principles underlying the guidance aim to encourage staff to achieve the highest possible standards of behaviour and minimise the risk of inappropriate conduct occurring and to safeguard staff and pupils.

School staff are in a unique position of trust and influence as role models for pupils and other staff. Therefore, all staff must adhere to behaviour that sets a good example to all members of the school community. Staff have an individual responsibility to maintain their reputation and the reputation of the school, both inside and outside working hours and the work setting.

### CORE PRINCIPLES

The welfare of pupils is paramount and all staff should always act, and be seen to act, in each child's best interests.

Staff should work, and be seen to work, in an open and transparent way. All staff working within HWLP are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

As part of the School's positive safeguarding culture, staff must have a regard for the need to safeguard children's well-being in accordance with statutory provisions. All staff should know the name of the overall Designated Safeguarding Lead (DSL), and must be familiar with child protection arrangements and understand that they have a responsibility to speak up immediately about safeguarding and welfare matters within the school, and to external agencies where necessary, to safeguard and protect pupils.

### PROFESSIONAL BEHAVIOUR AND CONDUCT

- Staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and consistently act with honesty and integrity. Hinchley Wood Learning Partnership expects staff to treat each other, pupils, parents/carers and the members of the wider community with dignity and respect at all times. All staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- Staff must act in accordance with their duty of care to pupils and ensure that the safety and welfare of pupils are given the highest priority.
- Staff must have regard for the ethos and values of the Hinchley Wood Learning Partnership and must not do or say anything which may bring the School or Trust Board into disrepute.
- Staff should act in accordance with the school's policies and procedures at all times.



## **JOB DESCRIPTION – HEADTEACHER**

**Line of Responsibility:** The CEO of the Hinchley Wood Learning Partnership and Academy Trustees, through the Chair of the Governing Body.

**Line management:** The postholder shall ensure line management of the school's leadership team and oversee line management of all other staff

**Salary:** Leadership pay spine: L16 – L20, London Fringe scale.

### **Purpose**

The Headteacher shall provide vision and leadership which secures the school's success and development, ensuring high quality education for all its pupils and continued improvement of standards and achievement. The Headteacher will ensure that the school meets all legislative requirements and will work closely with the Academy Trustees, Executive Headteacher and School Governors to promote the school.

### **Key Areas of Work:**

#### **Strategic direction and development of the school – Creating the Future**

- Work with the school community to create a shared strategic vision which inspires all members of the school community.
- Create and implement a strategic school development plan, underpinned by sound financial planning, within the national and local context, which identifies priorities and targets for ensuring that pupils achieve high standards and that teaching is effective.
- Develop and lead the school, ensuring that the management of the school, including finance and administration, support the school's and Trust's policies, vision and aims.
- Monitor and review all aspects of attainment, priorities, targets and policy and take necessary action.
- Support all staff in achieving the priorities and targets which the school sets for itself, and provide them with the motivation to support its aims.
- Ensure creativity, innovation and use of appropriate technologies in all areas of school life.

#### **Leading Learning and Teaching**

- Ensure teaching and learning are of the highest possible standard and at the centre of strategic planning and resource management.
- Ensure a consistent and continuous school-wide focus on pupils' achievement.
- Monitor the quality of teaching and pupils' achievements including the analysis of performance data.
- Create and maintain a learning culture which enables pupils to become confident, considerate, determined, enthusiastic and independent learners.
- Determine and organise the curriculum and monitor and evaluate its effectiveness.
- Ensure an effective and consistent approach to managing pupil behaviour.
- Contribute, as appropriate to the teaching in the school.

#### **Professional Development and Working with Others**

- Ensure effective performance management and continuous professional development of all staff.
- Share leadership, build teams and work cooperatively with pupils, staff, trustees, governors, parents and other members of the community to achieve the school's vision.





- Manage own workload and the workload of others to support an appropriate work/life balance.
- Promote a culture of coaching for development and improvement and enable staff to develop expertise in their respective roles.

### **Managing the Organisation**

- Produce and implement the strategic plan and policies for the development of the school.
- Develop and maintain organisational structures and systems which distribute leadership and enable the school to run efficiently and effectively on a day-to-day basis.
- Monitor, evaluate and review the effects of policies, priorities and targets of the school in practice.
- Maintain a safe, secure and healthy school environment and appropriate safeguarding for staff and pupils.
- Recruit, retain and deploy staff, managing financial and human resources effectively and efficiently to achieve the school's vision and ensure value for money.

### **Securing Accountability**

- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to review and evaluation.
- Provide information, advice and support to governors to enable them to meet their responsibilities.
- Provide information about and account for the school's work and performance to a range of audiences including parents/carers and governors.
- Ensure the effective deployment of resources to match the educational objectives of the Academy Trust.

### **Strengthening Community through Collaboration**

- Build and maintain links with the wider community to sustain and enrich all aspects of school life.
- Collaborate with other agencies to support the learning and well-being of pupils and their families.
- Create and maintain partnership with parents/carers.

### **General**

- Duties should be carried out with due regard to the Academy's funding agreement, statutory orders and regulations and policies of the Academy.
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Academy Trustees and Local Governing Body.
- To uphold the school's policy in respect of safeguarding and child protection matters.
- The postholder may be required to perform any other reasonable tasks after consultation.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed once a year and it may be subject to modification at any time after consultation with the postholder to meet changing regulations or circumstances.
- All staff members participate in the school's performance management scheme



## PERSON SPECIFICATION – HEADTEACHER

### Qualifications

Essential	Desirable
<ul style="list-style-type: none"><li>• Degree</li><li>• QTS</li></ul>	<ul style="list-style-type: none"><li>• NPQH</li><li>• Ofsted training</li><li>• Masters degree</li><li>• Other relevant professional qualification</li></ul>

### Leadership /Strategic Direction

Essential	Desirable
<ul style="list-style-type: none"><li>• Proven successful leadership at senior level in a primary school as a Headteacher or Deputy Head or equivalent.</li><li>• An excellent practitioner, experienced across the primary phase, with a clear understanding of what being an outstanding practitioner entails.</li><li>• Experience of analysing pupil performance information and data to identify trends to inform teaching and learning outcomes.</li><li>• Experience of developing, implementing and evaluating strategies for raising standards and improving outcomes for all children.</li><li>• Experience of developing a consistently high quality of teaching and learning through rigorous assessment, monitoring, evaluation and feedback.</li><li>• Experience of developing a differentiated and creative curriculum for pupils with a diverse range of social, emotional, cultural, intellectual and physical needs.</li><li>• Experience of successful staff recruitment and selection and in conducting all aspects of staff performance management.</li><li>• Experience of successful financial planning and budget and resource management.</li><li>• Ability to innovate and find creative solutions and communicate and implement clear and strategic educational vision and direction, in consultation with all stakeholders, leading by example.</li><li>• Ability to accurately evaluate the performance of the school and plan effectively for school improvement.</li><li>• Ability to formulate objectives, policies and plans and monitor, evaluate and review the impact of these.</li><li>• Ability to create and develop a stimulating environment which promotes good behaviour and independent learning, and celebrates success.</li><li>• Excellent knowledge of the current major curriculum issues and recent educational developments and legislative changes, together with their significance for the leadership of a primary school.</li><li>• Successful experience of creating and maintaining productive partnerships with pupils, parents/carers, governors and other stakeholders in the wider community.</li></ul>	<ul style="list-style-type: none"><li>• Experience of having worked in a range of educational settings with children from diverse backgrounds.</li><li>• Proven experience of building mutually beneficial and supportive relationships with other schools, agencies and groups to enhance opportunities and outcomes for children and staff.</li><li>• Background in the application of excellent practice in inclusion and equalities, e.g. experience of Specialist Resourced Provision, SALT, OT, Sensory Impairment Team.</li><li>• Responsibility for transition of pupils e.g. EYFS, KS1 and KS2.</li><li>• Experience and understanding of managing finance efficiently in accordance with benchmarking, financial management and best value principles.</li></ul>



## Leadership & Management

Essential	Desirable
<ul style="list-style-type: none"><li>• A track record of success in team work, distributed leadership, staff development, coaching, recruitment and retention.</li><li>• The ability to use performance management and line management to secure accountability and improve performance.</li><li>• Ability and willingness to challenge underperformance thereby improving outcomes for pupils.</li><li>• Ability to set and achieve challenging targets.</li><li>• Success in implementing change to staffing structures.</li><li>• Providing a culture of leadership opportunities for children, taking account of the pupil voice.</li><li>• Success in improving attendance and punctuality.</li><li>• A commitment to working in collaboration with the CEO and other Trust school teams with a view to ensuring the success of the wider Learning Partnership.</li></ul>	<ul style="list-style-type: none"><li>• An understanding of working within a supportive Multi-Academy Trust structure</li></ul>

## Other skills, abilities & qualities

Essential	Desirable
<ul style="list-style-type: none"><li>• Proven suitability to work with children and commitment to safeguarding and promoting the welfare of children and young people.</li><li>• Commitment to children's wellbeing and learning being at the centre of all key decision-making.</li><li>• Effective personal management style, balancing clear leadership with good humour and warmth.</li><li>• Excellent interpersonal, communication and presentation skills; both oral and written.</li><li>• Excellent IT skills and an understanding of the role of IT in effective administration, management and teaching and learning.</li></ul>	



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## Why join the Hinchley Wood Learning Partnership?

The Hinchley Wood Learning Partnership offers a positive and innovative learning environment supported by pupils, staff, parents/carers and governors. We value our staff and the professionalism and experience they bring to the school, and wherever possible we have tried to anticipate and build in holistic support.

### **Job Satisfaction and Progression**

HWLP has a very good record of staff retention & job enhancement opportunities, we offer a pleasant and supportive working environment and excellent staff:pupil working relationships. To improve working environments for staff we are committed to an on-going programme of investment. Over the last year this has included a £1m investment in improved drainage across the site, the updating of IT infrastructure and the start of a programme of classroom/corridor and office decoration at Thames Ditton Junior School.

### **ECT programme**

We have a successful and established programme of support for Early Career Teachers, including those in their second year of teaching. This includes regular support meetings, a dedicated mentor and a wide range of CPD sessions offered by staff from the school and the Trust. For ECTs joining the HWLP in shortage curriculum areas we offer a 'Golden Hello' (up to £750 at the end of each of the first two years).

### **CPD**

We have an excellent CPD programme and many opportunities in school for staff to extend their professional knowledge and develop their skills. As a result, we have a very good record of staff gaining internal and external promotions and sharing good practice.

Staff have opportunities to work on cross curricular projects with pupils and colleagues in other Trust schools, and this is actively encouraged.

### **Secure School Finances**

In this time of uncertainty within education, the Trust is well placed to weather the financial storm including:

- Robust Trust finances during a period of much financial uncertainty
- STP&CD pay rises approved each year to date for all Teaching and Associate staff
- Performance Related Pay outcomes fully funded

### **Other Benefits include:**

- Employee Assistance Programme – available to staff and their immediate family
- Membership of either of the following pensions schemes, including a generous employer contribution;
  - Teachers Pension Scheme
  - Local Government Pension Scheme
- Cycle to Work salary sacrifice scheme.
- Occupational Health support.
- Recognition of previous maintained school or Academy continuous service.



## The Application Process

Please download, complete and return the application form by the closing date specified. This can be emailed to [hr@hinchleywoodschool.co.uk](mailto:hr@hinchleywoodschool.co.uk) or sent by post to:

HR Department  
Hinchley Wood School  
Claygate Lane  
Esher  
KT10 0AQ

For further information, and to book a pre-application visit, please contact Heather Morey on 020 8398 7161 x1066 or via email [hmorey@hinchleywoodschool.co.uk](mailto:hmorey@hinchleywoodschool.co.uk)

Visits are available to book on:

- Friday 17<sup>th</sup> March between 10am and noon
- Monday 20<sup>th</sup> and Tuesday 21<sup>st</sup> March from 2pm onwards

We are committed to meeting our data protection obligations and for information on how we collect, use, share and store your data within the recruitment process please click [here](#)

Hinchley Wood Learning Partnership is committed to equal opportunities and to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced check by the Disclosure and Barring Service (DBS).

