

ELEANOR PALMER
PRIMARY SCHOOL

WELCOME

After 18 years in the post, our headteacher will be leaving us at the end of the school year.

The governors are seeking a successor to build on her excellent work. This is a great opportunity for a leader to inspire, encourage and develop our talented and dedicated team of teachers, support and administration staff. This leader will continue to raise the aspirations and high standards for the benefit of all our pupils and to continue to build our community.

We know that our current headteacher has been exceptional in many ways. We realise that her successor must bring their own vision and we really do look forward to working together on Eleanor Palmer's next stage.

This brief guide provides further information about our school, the requirements of the role, the job description and the essential experience and key qualities that the successful candidate will be able to demonstrate.

We invite you to read these materials and to browse our website, to get a sense of our community and to think about how you could contribute as our headteacher. If you would like to discuss this opportunity further, please contact us by email at governors@eleanorpalmer.camden.sch.uk

You are very welcome to visit the school to see at first hand why we think Eleanor Palmer School is special. Applications will close at noon on 30 October. We will be inviting shortlisted candidates for interview, scheduled for 19-20 November. We would appreciate the opportunity to make an informal visit to shortlisted candidates' schools prior to interview.

We recognise that the current coronavirus restrictions may complicate the practicalities of the process. We will make sure that the process is appropriate and candidates are accommodated.

We look forward to hearing more about the skills and experience you can bring to this position and why you are the right person for this important role.

Jen Allan
Chair of Governors

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LETTER FROM HEADTEACHER

October 2020

Dear candidate,

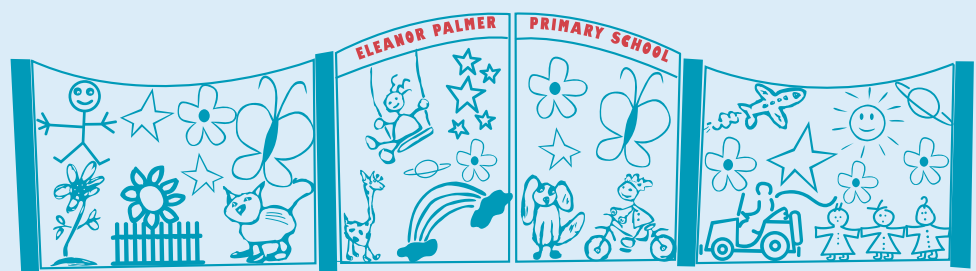
I am leaving Eleanor Palmer next July after 18 very happy years; as I will be 60 my intention is to work a little less hard. My intention, giving a long notice period, is to support a constructive and smooth transition for my successor.

This is a wonderful school; its scale, strong community and strong tradition of curriculum and innovation mean that you are able to be connected to teaching and learning. As part of 'Camden Learning' and with our established Teaching School network there are many opportunities to collaborate and innovate with colleagues in other schools whilst being able to retain a distinct character and development plan.

I said at my interview that this was 'the perfect school' and that is still my view. I hope you find this pack and our [website](#) informative and that you are inspired to apply.

I look forward to meeting you.

With best wishes
Kate Froud



THE SCHOOL

ELEANOR PALMER PRIMARY SCHOOL

Lupton St, London NW5 2JA

Tel: 020 7485 2155

Email: admin@eleanorpalmer.camden.sch.uk

www.eleanorpalmer.camden.sch.uk

TYPE OF SCHOOL: MAINTAINED COMMUNITY SCHOOL

LOCAL AUTHORITY: CAMDEN

AGE RANGE: 3-11

NUMBER OF PUPILS: 236

OFSTED RATING: OUTSTANDING (OCTOBER 2011)

CAMDEN

ELEANOR PALMER IS A VIBRANT, HAPPY, AMBITIOUS AND INCLUSIVE SCHOOL.

A one-form entry school, with a nursery class, we have 236 children on the roll, and 35 members of staff. The school is very highly regarded by parents, and is rated Outstanding by Ofsted (October 2011), and 'Leading' by Challenge Partners (January 2020). Pupils are enthusiastic and ambitious, continually demonstrating the love of learning that is central to the school's ethos. Inclusiveness is a top priority for our school, where children flourish with attentiveness to their individual needs, the support of a strong and diverse community, and wider connections to the exciting opportunities on offer in London.

AN ELEANOR PALMER EDUCATION

Children come to Eleanor Palmer excited and ready to learn because they enjoy every day. We have the best attendance in the borough, consistently over 97%, including in the final weeks of summer term 2020 when we opened fully after lockdown. Eleanor Palmer prides itself on a rich and challenging curriculum, enriched by specialist art, music and sports education, and a stimulating programme of visitors, trips and residential. As a small school, we benefit from exceptionally strong relationships among children, staff, parents and carers.

As a primary school, our core purpose is to ensure that all our pupils attain the highest standards in all aspects of literacy and maths, leaving us with both high levels of attainment and having progressed well from their starting point. To achieve this purpose, we have a long-held teaching and learning philosophy that children learn best through a curriculum that has rigour, depth and breadth and which connects areas of learning, through topic-based work. We have a strong commitment to creativity, and aim to make the children's learning vivid, real, engaging and memorable and to provide challenges that encourage their development in all areas.

The school thrives on the rich diversity of its pupils. The number of pupils who have an education, health and care plan (EHCP) is three times higher than the national average, and the number of looked-after children is also higher than average. The percentage of disadvantaged pupils is just below the national average. Close to half of the pupils are White British, with the other half representing a broad range of nationalities, speaking twenty-seven languages. We have high ambitions for every child's progress, and tailor support and input according to each child's needs. Social justice and inclusion are key values.

The children take great pride in their learning. They consistently achieve well above the national average at the end of the Foundation Stage, Key Stage One and Key Stage Two. We expect them to do so, and we are committed to continuously improving and extending our curriculum. It is particularly important to us that our children from disadvantaged backgrounds attain at the same level as their peers. Every year we celebrate a wide range of opportunities and successes in e.g. borough-wide sports competitions, regional engineering challenges, and national maths challenges. We ensure diverse opportunities for participation in non-competitive and inclusive sports, arts and cultural activities.



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Parents and carers are highly supportive of the school and work together in partnership. The school is very over-subscribed, with most pupils living within one-tenth of a mile of the school, which contributes to the school's sense of community. There is a very active Parent-Teacher Association, which organises social events building the sense of community and raising valued additional funds. As an example, while COVID-19 restrictions prevented us from holding our usual Summer Fair in the school grounds, the PTA spearheaded an alternative, socially distanced yard sale in the local streets, which brought the school community together after the isolation of lockdown and managed to raise almost as much for the school as in previous years.

Eleanor Palmer is a tremendously rewarding place to work. We have a highly committed, professional and experienced team, with extremely low absence and low turnover. Teachers are creative in their classroom practice, and all staff continuously develop and challenge themselves. Opportunities for development through subject leadership, involvement in teaching trainee teachers, and external roles motivate and challenge our ambitious teachers.

The school occupies a thoughtfully designed site, including beautiful play spaces, sports areas, a productive allotment, a music room and a science lab. Beyond the school day, wraparound care is offered through a Breakfast Club, after-school care is provided by 'Club EP', and a range of sports clubs are on offer.

The headteacher is supported by a senior leadership team, which includes two Deputy Heads. Eight class teachers work closely with 14 teaching assistants in the classrooms, and are complemented by inspirational specialist PE, music, and art teachers. Administration is provided by a school business manager, a senior admin officer, and receptionist, and our estate is maintained to a high standard by a school keeper. The school benefits from a supportive, experienced, and engaged governing body with expertise including finance, education, inclusion, strategy, operations, legal and premises, providing strategic direction and governance.

In sum, we are confident that a headship at Eleanor Palmer is the dream job for the right person. We don't expect you to take our word for it - but invite you to browse our [website](#), including our weekly [newsletters](#), to get a flavour of the vibrant life of the school. Visits are welcomed and encouraged.



WIDER ENGAGEMENT AND LEADERSHIP

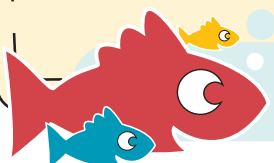
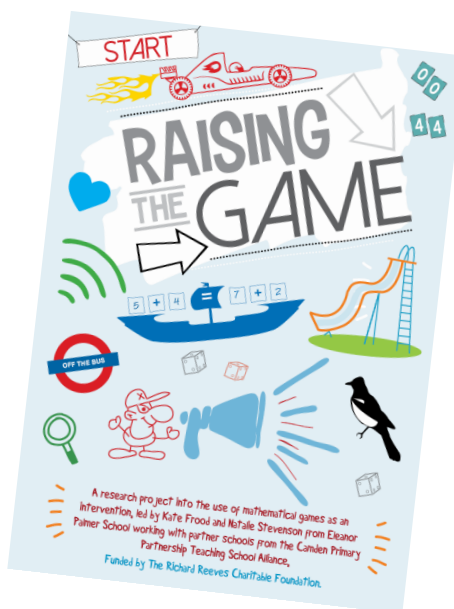
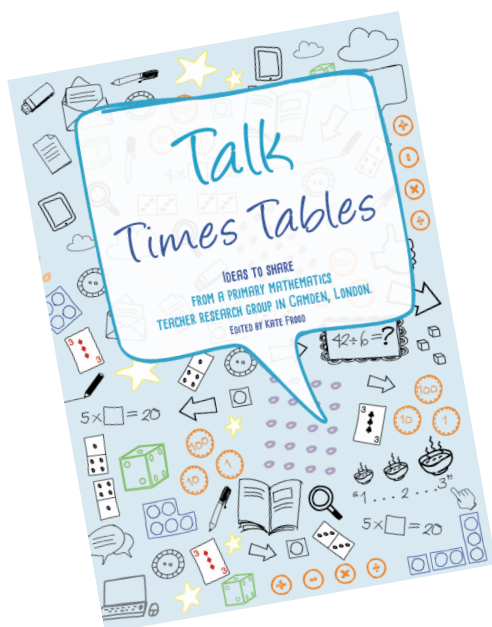
Eleanor Palmer has excellent relationships with our local primary and secondary schools, as part of the "Camden family of schools" - and with our highly supportive Local Authority, Camden and local schools partnership, Camden Learning.

Since March 2013, we have had Teaching School status, allowing us to develop our educational leadership more widely, developing peer-to-peer professional development as well as recruiting and training new teachers. Our partnership with UCL (Institute of Education) has been deep and long-lasting and we have trained over 100 teachers in the last seven years in our group. We have run days (for maths and PE) across whole PGCE courses at UCL for around 350 students plus other bespoke tutorials and lectures. Our staff have held key roles in this - leading and managing various networks and providing highly valued training and mentoring to many new teachers.

Constantly striving for improvement, we are part of the "Challenge Partners" network, receiving an assessment by external reviewers annually, and sending our own staff as reviewers to Partner Schools. This outward facing element is important to us and our teachers. The teachers testify to how this helps them keep their practice fresh.

We are the lead school for Camden Learning's Primary Mathematics Hub. We have facilitated shared professional learning among Camden primary teachers and initiated fun inter-schools maths competitions, and hosted very popular "Teach-Meets" for teachers across London.

We benefit from the vast range of cultural, sporting and academic opportunities on offer on our doorstep in London, continually developing excellent and unique opportunities for our children through partnerships in specialist areas such as dance, drama, and science.



ELEANOR PALMER
PRIMARY SCHOOL

AMBITIONS

The governors have a clear ambition to maintain the high standards that have been set and build on them to ensure the school remains successful and sustainable, at the heart of the local community, recognised as one of the best in the area and an example of excellence, locally and nationally.

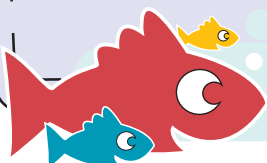
We value the school's ethos built up over our history and we look forward to working in partnership with a new headteacher who will bring their own vision and expertise. There is no room for complacency in our school. We are seeking a pro-active leader who will engage in critical reflection to establish a long-term plan for continuous improvement and execute and report against this to deliver demonstrable results. We will measure the success of our school not only in standardised tests but in our pupils' contributions across the board, in sport, music, science, the arts, citizenship, and friendship.

Achieving progress for every one of our children, including those that need more support, those that are more academically able, and those 'in the middle', must be a guiding principle. We aim to be leaders in the role of education in securing social justice, by 'closing the gap' for our disadvantaged pupils, and working positively to tackle inequalities associated with race, gender, religion, socio-economic status, sexuality, disability and neurodiversity. Cultivating thoughtful future citizens, and children's respectful inclusive social relationships is a constant drive.

We would like to continue the school's track record in educational leadership beyond the school, building on our strengths and pursuing new opportunities for staff to contribute their expertise in education and leadership locally and nationally. We aim to appoint a headteacher who will inspire staff to rise to new challenges. In common with all small state primary schools, working with a limited budget is an ongoing challenge. The school has a balanced budget and sufficient funds to cover expenditure, but needs to control costs through careful financial planning.



**Camden Primary
Partnership**
Teaching School Alliance



ELEANOR PALMER
PRIMARY SCHOOL

ROLE

The headteacher reports to the board of governors of the school and is a member of that board. The governors seek to ensure clarity of vision, ethos and strategic direction, hold the headteacher to account for educational performance, and oversee the financial performance of the school (supported by a business manager).

The most important role of the headteacher is to lead the school, develop its culture, set the tone, and build a balanced team to execute a long-term plan for continuous improvement. The headteacher also has many statutory responsibilities on behalf of the school and is ultimately responsible for ensuring that these and other professional duties are fulfilled. Safeguarding and child protection duties are central.

Our key priorities are to ensure that Eleanor Palmer continues to provide an exceptional educational experience in support of the local community, supports the needs of every child, and develops its outward-looking curriculum to make the most of the long-term benefits of being an Inner London school, close to vibrant technological, cultural, and community resources.

In so doing, we seek to ensure that the school will continue to benefit future generations as an example of excellence. We want a headteacher who loves teaching - there will be opportunities for occasional teaching - who is also an experienced leader with strong organisational and management ability, as well as excellent communication skills.

As an experienced qualified teacher, you will be expected to mentor staff, manage their performance and develop them professionally. To be successful in this post you will be able to develop, motivate and lead a committed and talented team, who are ambitious for the pupils and for the development of their own teaching. You will also want to contribute to the future of education, whether that is through teacher training or work with other schools.

The role requires resilience, enthusiasm and ambition, with a determination to drive change and make a difference. You will need to be able to think strategically, looking ahead and maintaining focus on longer-term objectives to anticipate possible issues, identify solutions and deal with potential problems decisively. COVID-19 and the recovery from the effects of the pandemic will be one area which tests your ability on this.

You will naturally relate well with children and establish an educational environment in which they can achieve their full potential. You will be motivated by ensuring that pupils from every background are challenged and supported to succeed.

The relationship with the community of parents and carers is equally vital. They are important customers of the school and the services that it provides. Clear, concise and consistent communication are key to maintaining stakeholder engagement. As well as celebrating success you will openly and honestly address any issues arising.

The headteacher is responsible for establishing and maintaining the staffing structure to provide the best possible use of available funding. As the headteacher of a small school you will be alive to the opportunities and challenges of making the most of the resources to hand.



**BE PROUD OF YOURSELF
★ AND YOUR SCHOOL ★**

CREATE TAKE RISKS ASK QUESTIONS **JOIN IN** MAKE MISTAKES

DON'T BE LATE! **CLIMB THE TOWER**

LOVE LEARNING **KNOW YOUR TABLES** LOVE LONDON

SING UP LOOK OUT FOR EACH OTHER **READ READ READ**

PERSEVERE

LESS SITTING MORE DOING

VALUE YOUR COMMUNITY **LAUGH**

HAVE A GO **INCLUDE EVERYONE**

Eleanor Palmer Primary School Manifesto



ELEANOR PALMER
PRIMARY SCHOOL

JOB DESCRIPTION



PURPOSE

To provide professional leadership and management of the school, in line with the school's ethos and through agreed strategic development plans, to produce an ambitious, inclusive, safe and stimulating learning environment, supporting pupils and staff to continuously develop and achieve their potential.

VISION

- Articulate, communicate, and embed the school's ethos, values and teaching and learning philosophy, to provide a coherent and inspiring educational environment
- Create a shared strategic vision in partnership with the board of governors, and engage the entire team in adopting and pursuing that vision

LEADERSHIP

- Foster a dynamic, supportive, and inclusive culture that is ambitious for the school and for every child
- Maintain a proactive approach to inclusion, maximising the school's role in tackling inequalities associated with race, socio-economic status, gender, religion, sexuality, disability and neurodiversity
- Lead, inspire and develop all staff to achieve the highest possible professional standards, treating them supportively, equitably and with integrity to maintain positive momentum in staff achievements, commitment to the school, and high morale
- Work collaboratively with governors to plan, evaluate and critically reflect on the trajectory of the school
- Monitor and anticipate opportunities and challenges raised by changes in policy, demographics and funding, to best position the school to respond in line with its vision, ethos, and the diversity of experience represented by the school community
- Drive forward opportunities for the school and its staff to contribute their expertise in education and leadership beyond the school, at local and national levels
- Seek out opportunities to enhance the financial sustainability and resource streams available to the school
- Take responsibility for the headteacher's own personal development and achieving agreed objectives, through regular review and reflection on practice, development opportunities, and formal appraisal and feedback

LEADING TEACHING & LEARNING

- Maintain an ambitious culture of encouragement, support and challenge, with high expectations for all stakeholders in the school community
- Serve as a role model inspiring outstanding and innovative teaching, by contributing to classroom teaching
- Co-ordinate the provision of an ambitious, stimulating, creative and coherently planned curriculum that is designed to foster a love of learning, high attainment and progress for all children
- Ensure that the curriculum extends beyond excellent academic achievement to support the broader wellbeing, character and development of children
- Ensure that every child has the opportunity to receive an outstanding education, responding appropriately to their needs, abilities and interests
- Establish and maintain high expectations for the attendance, behaviour and conduct of children that are applied fairly and consistently
- Create an environment of evidence-based continuous improvement within a longer-term plan, in which everyone is always learning to be their best

COMMUNICATION AND COMMUNITY

- Foster an active and engaged school community, including pupils, staff, parents, carers and the local community, by using excellent communication, organising inclusive events and activities, and developing networks
- Cultivate a respectful school atmosphere that celebrates diversity, in which children learn to be thoughtful citizens and inclusive friends
- Build mutually beneficial partnerships with local stakeholders, in line with the school's ethos and ambitions
- Ensure parents, carers and pupils are well informed about the curriculum, extra-curricular activities, attainment, progress, and the contribution each can make to support the child's learning



MANAGING THE SCHOOL

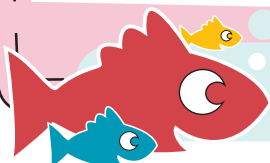
- Manage appropriate procedures for staff recruitment, selection, appointment, induction, deployment, development, retention and performance management
- Establish and maintain appropriate processes and procedures to measure, monitor and manage the performance and achievements of all staff and children
- Agree appropriate priorities with the board of governors and delegated committees for the allocation of resources, including staff, to deliver operational requirements
- Manage and maintain the assets of the school, including funds and premises, to achieve agreed objectives, optimise value and ensure sustainability
- Maintain the highest standards of safeguarding, ensuring that children are safe and feel safe in school

ACCOUNTABILITY

- Demonstrate that the vision, values, and aims of the school are implemented in accordance with the school policies and long-term plan agreed with the board of governors
- Fulfil commitments arising from the contractual accountability to the board of governors for the leadership, management and organisation of the school
- Ensure all statutory requirements relating to the school are fulfilled and that all relevant policies, processes and procedures are maintained, implemented and reported as appropriate
- Provide written reports to regular meetings of the board of governors, accounting for the performance of the school and identifying any relevant issues or opportunities

SCOPE

This job description should be read alongside the range of duties and responsibilities for headteachers with the [National Standards of Excellence for Headteachers](#) and the annual [School Teachers' Pay and Conditions](#). It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the professional responsibilities and duties of the post holder. This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder and the governing board.



PERSON SPECIFICATION

QUALIFICATIONS

Essential

- Qualified teacher status
- Degree level qualification
- Evidence of regular, recent and relevant professional development
- Confirmation of safeguarding training

Desirable

- National Professional Qualification for Headship
- Leadership and management training
- Evidence of further academic or professional development
- Demonstration of other relevant training

EXPERIENCE

Essential

- Senior leadership as a headteacher, or deputy headteacher experienced in a primary school
- Responsibility for the line management and professional development of staff
- Contribution to school governance as part of a governing body
- Involvement in school self-evaluation and development planning
- Extensive teaching in the primary school age range
- Development of curriculum and assessment processes
- Evidence of successfully implementing continuous school improvement
- Record of raising achievement across a wide range of abilities and social contexts
- Successful implementation of innovative and effective approaches in practice
- Managing and implementing robust safeguarding protocols, procedures and practices

Desirable

- Leadership beyond the school to develop excellent teaching and learning
- Leadership position in a primary school recently rated as outstanding
- Evidence of significant fund-raising or revenue generation in a school or other context
- Previous involvement in substantial organisational change or transformation
- Responsibility for financial planning, budget management and resource management

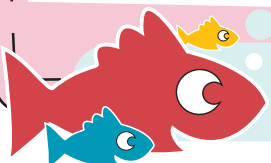
KNOWLEDGE

Essential

- Legal obligations and statutory requirements relating to the school context
- Sound understanding of relevant professional statutory duties, policies and practices
- Current national educational policy, curriculum and inspection frameworks
- Accountability and performance measures relevant to schools
- Principles and best practice for effective teaching and learning across all abilities

Desirable

- Familiarity with school finances and business management
- Legal requirements in relation to staff recruitment, retention, deployment and development



SKILLS

Essential

- Proven leadership ability with capacity to communicate a vision and inspire others
- Skills in fostering an inclusive school community bringing together its many stakeholders
- Effective and persuasive oral, written and interpersonal communication
- Talent for building teams and effective working relationships
- Excellent organiser with attention to detail while maintaining focus on the big picture
- Ability to prioritise and manage time effectively, escalating and delegating appropriately
- Application of evidence from data and research to monitor, evaluate and set targets
- Able to work in partnership with individuals, communities and organisations outside the school

QUALITIES

Essential

- Vision, enthusiasm, drive, honesty and commitment to lead visibly from the front
- Strategic thinker that looks ahead to anticipate potential opportunities and issues
- Creative in approach and enthusiastic to promote innovation in education
- Dedication to the care, welfare and safeguarding of children
- Conveys calm authority, confidence, consideration and approachability
- Accountable to stakeholders and prepared to hold others to account
- Prepared to make difficult decisions and implement them
- Commitment to achieving the best outcomes for all children
- Demonstrable desire to promote diversity and inclusion
- Empathetic in approach to challenge and change
- Commitment to maintaining appropriate confidentiality

