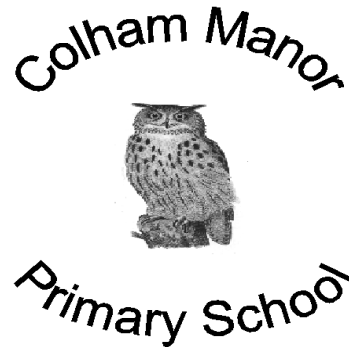


Colham Manor Primary School

HEADTEACHER
Candidate Information Pack



"Improving Life Chances"



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A young girl with blonde pigtails, wearing a white school polo shirt and dark skirt, is sitting on a red slide. She is looking towards the camera with a slight smile. The slide is part of a larger wooden play structure. In the background, other children in school uniforms are visible, and there are trees and a fence. The scene is outdoors on a sunny day.

"Pupils are polite, confident and articulate young people."
Ofsted, December 2015

"I have many happy memories of my time at Colham Manor and my experience as Headteacher has been enhanced by a wonderful, supportive staff team."

Simon Hawley, Current Headteacher

"I have been at Colham Manor for nearly 7 years now, and I think that speaks for itself. It is a place where you can develop, make friends and be happy."

Staff Survey 2019

WELCOME FROM THE CHAIR OF GOVERNORS

Dear Candidate,

On behalf of the Governing Board, I would like to wish you a very warm welcome to Colham Manor 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.

Colham Manor serves a very diverse community with varying levels of need. The school is highly regarded by the Local Authority, parents, children and stakeholders in the local area. The children 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 Board wish to appoint a new Headteacher who will maintain and further develop these high standards.

We are determined that the application and selection process is as thorough and fair as possible but also importantly that it is an enjoyable and rewarding experience for all involved, whatever the outcome may be.

Further information about the school can be found in the pack, but we extend a warm welcome for you to arrange a visit to come and see our school on a normal working day.

I do hope you are as enthused by the school as we are and I very much look forward to meeting you should you decide to apply.

With kind regards,

Graham Wells
Chair of Governors

"Governance is strong and has played an important part in securing school improvement. Governors review the effectiveness of their own work as rigorously as they do the work of the school"

Ofsted, December 2015



ABOUT OUR SCHOOL

Formed in 2002 from the amalgamation of the Infant and Junior Schools, Colham Manor is a three-form entry primary school and 67-place nursery. Situated on a large site with extensive grounds in the heart of the south of the London Borough of Hillingdon. We are an increasingly popular school in the local area with only a handful of pupil spaces currently available.

We are also fortunate enough to share our school site with the Colham Manor Children's Centre, run by the Local Authority, and with whom we have a very close working relationship as many pupils from the centre go on to start primary school with us.



OUR SCHOOL VALUES

Our school values reflect the diverse and inclusive nature of our school community, as well as promoting our fundamental British values. Our values are:



Through exercising our school values in our daily lives, we hope to fulfil the promise of our school motto - **Improving Life Chances.**

LEARNING AT COLHAM MANOR

Our creative curriculum is maximised by ensuring links between subjects are clearly defined, ensuring purposeful learning for our pupils. Teaching using a number of core educational strategies such as 'Maths No Problem' and 'Talk 4 Writing', we aim to keep the learning at school exciting and engaging to capture the interest of all children. The school has a core focus on reading, and we maximise this through our strong links with a local author who acts as our Patron of Reading.



"Pupils have very positive attitudes to learning. They enjoy their learning and they want to come to school and to do well"



Challenge Partners, December 2018

"Teachers are highly motivated and skilled practitioners. I particularly like the fact that all staff are very approachable and available to support both the needs of the pupils and parents alike."

Colham Manor Parent Survey 2019



OUR RESULTS - 2019

	KEY STAGE 1		KEY STAGE 2		
 Reading	79% Expected	39% Greater Depth	76% Expected	33% Greater Depth	72% Reading, Writing & Maths Combined
 Writing	71% Expected	27% Greater Depth	80% Expected	35% Greater Depth	
123 Maths	78% Expected	33% Greater Depth	79% Expected	28% Greater Depth	12% R,W,M Combined Greater Depth

OUR SCHOOL COMMUNITY

The school community at Colham Manor is a welcoming one with pupils, parents and staff coming from a range of cultural, ethnic and socio-economic backgrounds. We have a wide range of opportunities for parental engagement at the school from weekly coffee mornings to our 'learning together sessions'. We also benefit from the support of several parental volunteers, and an active PTA which holds school events and fundraisers every year.

Inclusion at our school is strong, with a specific facility designed to enable us to deliver a wide range of support, combined with our highly skilled team of support staff who specialise in supporting children with additional needs or who have an EHCP.

Colham Manor is very fortunate to have a highly dedicated, well-established and enthusiastic staff team, who have played a key part in developing our culture of openness. Working together to learn and develop through a collaborative approach has helped us achieve the standout results we have enjoyed this year.



"I really enjoy coming to Colham Manor to learn about all the big historical events. Our teachers help us with our friendships and make learning enjoyable."

Head Girl

"I enjoy coming to Colham Manor because our teachers are always really nice to you and you feel like you can trust them. The school helps us make healthy choices and make very good friends."

Head Boy

"I have worked at Colham Manor Primary School since I was an NQT; it is a school that fosters growth and development. This is a wonderful school to be a part of."

Staff Survey 2019



"The support given to my child who was struggling academically and emotionally has been outstanding. Colham Manor has made my children feel proud of who they are."

Colham Manor Parent Survey 2019

JOB DESCRIPTION

ACCOUNTABILITY

Responsible to: The Governing Board of the School.

Responsible for: Carrying out duties 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 Board.

This job description reflects the National Standards of Excellence for Headteachers (2015). The Standards embody three key principles, namely that the work of Headteachers should be: learning-centred, focused on leadership and reflect the highest possible professional standards. Headteachers should also model for the pupils and staff the values, vision and ethos of the school.

CORE PURPOSE

To provide dynamic and professional leadership for Colham Manor Primary School to secure its continued success and improvement, ensuring high quality education for all its pupils. To inspire, challenge, motivate and empower all members of the school community to carry the vision forward. To manage the school's resources effectively and cultivate a safe environment that secures and promotes the highest achievement of both pupils and staff.

- Take the lead role on working with the Governing Board to ensure the school vision, which embraces excellence, high standards and inclusion, is clearly articulated, shared, understood and acted upon effectively by all.
- Secure excellent teaching to achieve high standards of learning and attainment across the EYFS, KS1 and KS2.
- Support all staff to achieve high standards and promote a collaborative learning culture within the school.
- Ensure inclusion, diversity and access.
- Lead by example to foster an open, fair, equitable culture where alternative perspectives are considered.
- Manage finance and resources astutely to maximise their use and value.
- Develop and sustain effective relationships with the Governing Board, and the Chair of Governors in particular, to ensure effective governance of the school.
- Build/develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils.

NATIONAL STANDARDS OF EXCELLENCE FOR HEADTEACHERS (2015)

The National Standards of Excellence for Headteachers are set out in four 'Excellence As Standard' domains:

1. Qualities and knowledge;
2. Pupils and staff;
3. Systems and process;
4. The self-improving school system.

Within each domain there are six key characteristics expected of you as a Headteacher.

JOB DESCRIPTION

DOMAIN ONE | QUALITIES & KNOWLEDGE

Headteachers:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils of Colham Manor Primary School;
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards the pupils and staff, and towards parents, governors and members of the local community;
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you;
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development;
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context;
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

DOMAIN TWO | PUPILS AND STAFF

Headteachers:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes;
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being;
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis;
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other;
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning;
6. Hold all staff to account for their professional conduct and practice.

JOB DESCRIPTION

DOMAIN THREE | SYSTEMS & PROCESS

Headteachers:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity;
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society;
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice;
4. Welcome strong governance and actively support the Governing Board to understand its role and deliver its functions effectively – in particular, its functions to set school strategy and hold you to account for pupil, staff and financial performance;
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability;
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

DOMAIN FOUR | THE SELF-IMPROVING SCHOOL SYSTEM

Headteachers:

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils;
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils;
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools;
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff;
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability;
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

PERSON SPECIFICATION

E = Essential, D = Desirable

SHOW A COMMITMENT TO:

Safeguarding and promoting the welfare and wellbeing of all pupils	E	
Raising standards and outcomes for all pupils and securing excellence	E	
Providing opportunities for all pupils to develop as confident, creative individuals with high self-esteem	E	
Valuing all members of the school community	E	
Working in partnership with governors, parents and the wider community	E	
Effective team work and collaboration within the school and with external partners	E	
Inclusion	E	
Using and promoting new technologies across the school	E	

QUALIFICATIONS:

Graduate level qualification or equivalent and QTS	E	
Evidence of relevant professional development	E	
Safeguarding training	E	
National Professional Qualification for Headship (NPQH) if this is a first Headship		D
Safer recruitment training		D

EXPERIENCE:

Significant previous experience as a senior manager or leader with whole school responsibilities	E	
Contributing to the strategic direction and whole school development	E	
Making positive use of the social and cultural diversity within the school and surrounding community	E	
Working in a challenging, diverse community		D

SAFEGUARDING, EQUALITY & INCLUSION:

Demonstrate knowledge and understanding of safeguarding and child protection	E	
Evidence of commitment to promoting the welfare and safeguarding of children and ensuring all staff and volunteers share this commitment	E	
Demonstrate knowledge and understanding of equality and the relevant legislation linked to this	E	
Evidence of commitment to promoting an inclusive environment for all pupils	E	
Actively draws on the diversity within the school community to enhance learning and supports the academic, moral, spiritual, social and cultural development of all pupils	E	

KNOWLEDGE, ABILITIES & SKILLS:

Proven ability to promote and achieve high standards of learning and attainment	E	
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PERSON SPECIFICATION

KNOWLEDGE, ABILITIES & SKILLS, continued:

Ability to think strategically, to build and communicate a school vision of excellence and equality that sets high standards for every pupil	E	
Demonstrates a clear understanding of the essential qualities necessary for effective teaching and learning	E	
Ability to set and achieve ambitious, challenging goals and targets	E	
Can inspire, challenge, motivate and empower colleagues and pupils to achieve their potential	E	
Ability to acknowledge excellence and challenge poor performance across the school	E	
Can collect and evaluate data to understand the strengths and development opportunities of the school in order to produce the School Improvement / Development Plan	E	
Analyse data to evaluate performance, and plan appropriate action for improvement	E	
Evidence of leading curriculum development	E	
Knowledge of a wide range of strategies for managing pupil behaviour	E	
Ability to delegate management tasks and monitor their implementation	E	
Ability to identify professional development needs of all staff through monitoring and performance management processes	E	
Ability to deal successfully with situations that may include change and/or conflict resolution	E	
Evidence of managing budgets and resources effectively	E	
Ability to make sound financial decisions in conjunction with the Governing Board to secure good value for money	E	
Ability to manage the school efficiently and effectively on a day-to-day basis	E	
Ability to establish and/or sustain appropriate structures and systems		D
Ability to engage the school community in the systematic and rigorous self-evaluation of the work of the school		D
Knowledge of how to combine the outcomes of regular school self-review with external evaluations in order to develop the school		D
Ability to work with the Governing Board to develop and maintain the school's vision		D
Evidence of building / developing and maintaining effective relationships with all members of the school, including parents, pupils, staff and governors and the wider community to enhance the education of all pupils		D

PERSONAL ATTRIBUTES:

Possesses excellent written and oral communication skills	E	
Has the ability to prioritise, plan and organise yourself and others	E	
Can work to deadlines, and prioritise work streams	E	

PERSON SPECIFICATION

PERSONAL ATTRIBUTES, continued:

Thinks creatively to anticipate and solve problems	E	
Demonstrates the ability to embrace and enable change	E	
Demonstrates good judgement and emotional intelligence	E	
Remains resilient, robust and calm under pressure	E	

This 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.

This job description and person specification may be amended at any time after discussion with the Governing Board.

Colham Manor Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Our School - In Facts & Figures

660

Pupils on
Roll

3-11

Age Range
of Pupils

29

Pupils per
Class

Teaching Staff	27 - Full-Time (inc. Headteacher) 5 - Part-Time 3 - Newly Qualified Teachers
Pupils with Free School Meals	42%
Pupils with EAL	35.5%
Pupils with SEN	12.4% 2.4% - EHCP



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