

# HEADTEACHER

## Candidate Pack



Believe,  
Achieve,  
Succeed

- Learning Without Limits





## Information for Candidates

School:	Stanburn Primary School
School group:	5
Pay range:	£77,643 - £89,406 LS 24-30 (Outer London)
Start date:	April or September 2022
Closing date:	Monday 10th January 2022
Shortlisting date:	Wednesday 12th January 2022
Interview date:	Tuesday 18th January 2022



# Application Process

Thank you for your interest in this post. Please find the following documents included in this candidate pack:

- Information for candidates
- Letter from the Chair of Governors
- About our school
- Job Description
- Person Specification

We are committed to safeguarding and promoting the welfare of children and young people.

All appointments will be subject to receipt of satisfactory Enhanced DBS check and pre-employment checks and satisfactory references.

Additional information about our School can be found on our website <https://www.stanburn.harrow.sch.uk/>

## TO APPLY

Please complete the application form via TES.



# Welcome to Stanburn Primary School

Dear Applicant

Thank you for showing an interest in becoming our new Headteacher at Stanburn Primary School.

On behalf of the staff, governors and children, I would like to welcome you to our school which, since 1938, has been at the heart of the diverse and harmonious community of Stanmore, in the London Borough of Harrow.

We enclose a pack of information about the school and the job specification and we hope it will give you a taste of the school's current successes and our intentions for its future development. Our existing Headteacher is due to retire at the end of the spring term so we are looking to appoint a new Headteacher to begin at the start of the summer term. In recent years, the school has evolved into a vibrant learning place where people are proud to work and children are happy to come to. We are looking for someone with the skills to continue this good work and the commitment to raise standards even further.

In January 2014 Stanburn Primary School was created: the result of the amalgamation of the existing Stanburn First and Stanburn Junior schools. It is now a thriving and successful four-form entry primary school with approximately 800, 4-11 year-old, pupils.

Our children say that Stanburn is like a big family. It is a school where children feel safe to learn, safe to find their voice and safe to grow.

Children at our school feel confident to explore, be creative, think independently and develop their expertise across a wide range of curricular and extra-curricular areas - both in and outside of school.

Take a walk around on a typical school day and you will see a challenging, well-structured and effective approach to teaching and learning with the capacity to adapt approaches in response to individual children's learning needs. You will also see well-behaved, confident and courteous children who, through their spiritual, moral, social and cultural awareness, show that they uphold positive values and can contribute proudly to our modern British society.

Thus, we are looking for an inspirational leader for our school.

The children, parents and carers are valued partners in everything the school does. You, together with staff and governors, will be central in helping us make our motto 'Believe Achieve Succeed - Learning without limits' come alive every day for our children. If you are someone who can provide visible leadership to the whole school community and to embody the school values, we want to hear from you.

Safeguarding and maintaining the wellbeing of all children and staff, and ensuring that every student is able to achieve their potential, is key to our work. You will bring clear focus to how we can improve on what we already do and play a key role in the strategic and future development of Stanburn Primary School.

We would encourage you to visit us before submitting your application. If you would like us to arrange this, please contact Heena Miyanger on 020 8954 1423 or [recruitment@stanburn.harrow.sch.uk](mailto:recruitment@stanburn.harrow.sch.uk)

We look forward to hearing from you soon.

Yours sincerely,

**Liza Martin**  
Chair of Governors





# About Stanburn

## THE SCHOOL ENVIRONMENT

The original school was built in 1938 around a central quad which is now an attractive environmental outdoor learning area including a pond. The school has been part of an expansion programme since 2011 and has had two new blocks of spacious classrooms added.

In addition to the classrooms, we have a specialist Food Technology room, large playing fields, two computer suites, a recently refurbished library, two school halls and two separate playgrounds. Uniquely, within the grounds there is a World War II Blast Shelter which has 'Local Heritage' status and has been restored, acting as a museum for the local community and a much-valued learning resource.

The Hungry Caterpillar pre-school is located within the school grounds and has strong links with the school.

## OUR STRUCTURE

The Senior Leadership Team comprises the Head, Deputy Head, three Assistant Heads, School Business Manager and SENDCo/ Inclusion Lead.

The Leadership Team includes the SLT and the Year Group Leads for Reception to Years 6.

The School has a strong and supportive Governing Body.



## OUR VISION

'Believe Achieve Succeed - Learning without limits' sums up our vision and values.

This is a school community that works together with the common purpose of building confidence in all our children so that they set their sights high, achieve to the best of their ability and try to succeed in all that they do.

We strive for excellence and aim to inspire and challenge all our children to learn skills, develop passions and reach heights they could not imagine!

Alongside this, we have an ethos of inclusion and high expectations for all, and a strong commitment to the holistic care, nurture and development of well-rounded pupils. We believe that happy children, who feel safe, are best placed to learn and to enjoy contributing to all aspects of school life. In this way, they are more likely to reach their full potential and be ready for the next stage of their lives.

## OUR AIMS:

- Avid readers, fluent writers
- Confident mathematicians
- Deep thinkers, developing depth as well as breadth
- Children, curious about real world problems and how to solve them
- Flexible, creative thinkers
- Eloquent speakers

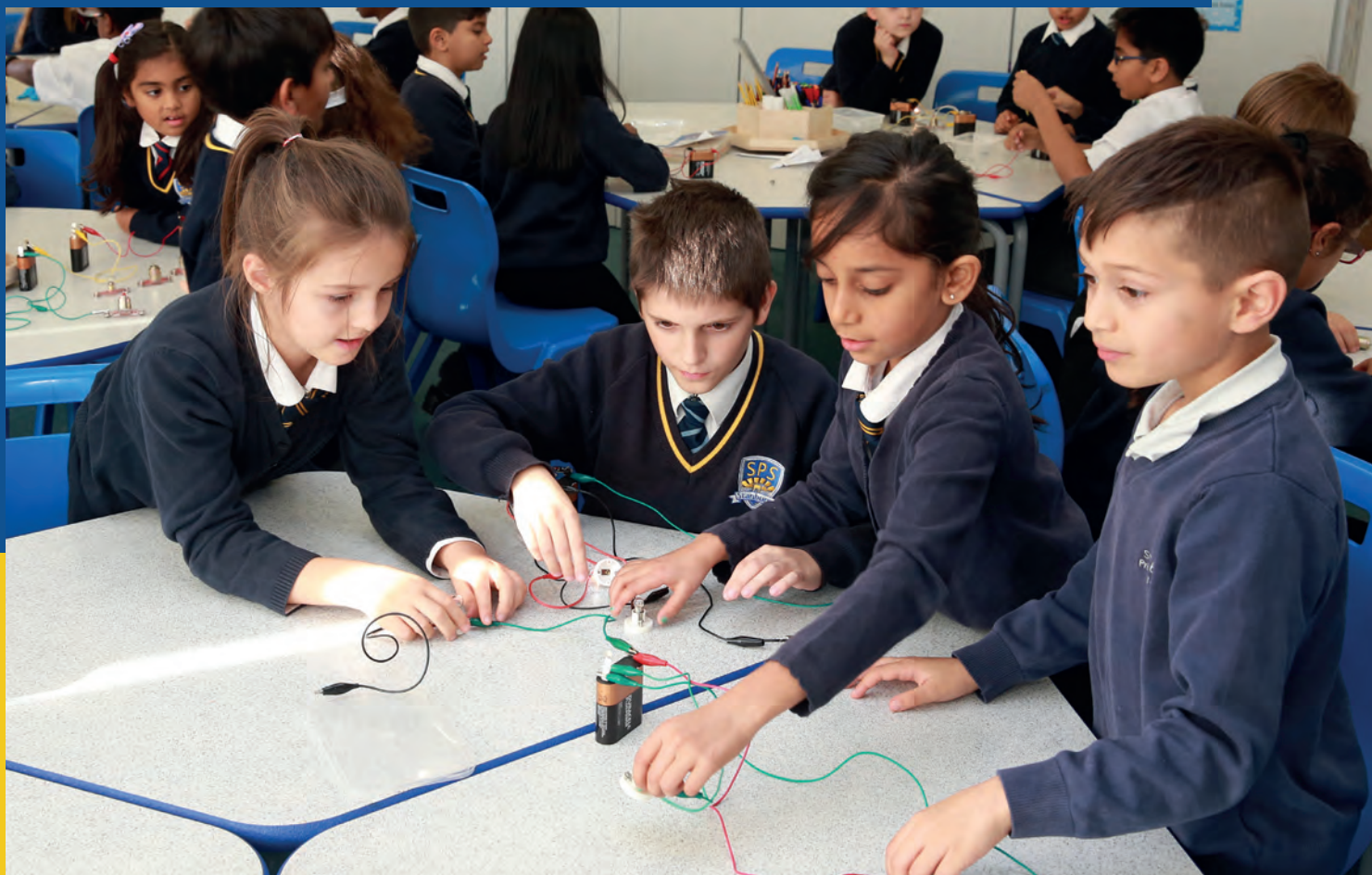
## STANBURN PRIMARY SCHOOL CHARTER

The ethos at Stanburn reflects our commitment to the United Nations Convention on the Rights of the Child (UNCRC) and dedication to achieving the Rights Respecting School Award. The culture of Stanburn's practice and approach is based upon these values.





*"Pupils value learning; they love coming to their school and take pride in it."*  
**OFSTED 2016**



## OUR RIGHTS AND RESPONSIBILITIES

*Our Rights - we have the right to:*

- An education that develops our personalities and talents so we can achieve our full potential;
- Express our opinions and be listened to;
- Celebrate our own cultures and practice our own religions;
- Relax and play;
- Be protected from harm and feel safe.

*Our Responsibilities - we respect these rights by:*

- Trying our best at all times and celebrate our own and others' achievements;
- Listening and talking to people in a well-mannered way;
- Treating people how we would like to be treated;
- Playing safely and happily with each other and taking responsibility for our own actions;
- Respecting each other's differences.

## LEARNING HUB

We are delighted that as part of our collaboration with other Harrow Schools we are the Learning Hub for Leadership and Management, with Governance. In this role, we run sessions over the academic year, for teachers and leaders from Harrow and beyond. The hub focuses on empowering leaders at all levels in order to create highly effective sustainable distributed leadership structures within our schools. Our high quality, committed and creative staff can offer a range of training opportunities including: termly network meetings for year and subject leaders; induction and training for new leaders; how to improve transition; leadership in safeguarding; and, 'children as leaders.'

# Job Description

**Post title:** Headteacher

**Responsible to:** The Governing Body/The Local Education Authority

**Responsible for:** Carrying out the 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 (2020) and the policies and procedures of the Governing Body.

## PURPOSE

The Headteacher will be an inspirational, professional and dynamic leader with the vision, drive and passion to build upon the school's strengths and achievements, and to inspire, challenge and motivate all members of the school community, ensuring all pupils in our school receive the best possible educational experience to enable them to succeed.

The Headteacher will be responsible for ensuring:

- The school's strategic planning takes into account the views of parents, carers, children and staff.
- All aims and objectives are met fully by the appropriate deployment of human, financial and where appropriate, other resources.
- All staff put safeguarding and the welfare of children first and foremost and at the heart of the school's operation so that all children can develop their abilities in a safe, nurturing and inclusive environment, where discipline and good behaviour underpin the school's vision for all children to participate, learn, enjoy and achieve.
- Manage the school resources and estate effectively







## 1. CULTURE AND ETHOS

### *School Culture*

- Ensure that the vision for the school 'Believe, Achieve, Succeed: Learning without limits' is shared, understood and implemented effectively by the whole school community
- Serve as a role model, providing inspiration and motivation for all pupils, staff, governors and parents; demonstrating the school's values at all times.
- In consultation with the Governing Body, create and implement a strategic and sustainable plan based on sound financial planning so that the school can continue to improve.
- Ensure creativity, innovation and the use of appropriate technologies are used not only to achieve high standards but to future-proof the school.
- Maintain and build on the strong relationships that exist within the community and further afield.
- Creating a culture of inclusivity, valuing all members of the school community, actively celebrating diversity and social inclusion.
- Ensure a culture of high staff professionalism
- Establish and sustain high-quality teaching across all subjects and phases, built on an evidence -based understanding of effective teaching and how pupils learn.

## 2. CURRICULUM AND TEACHING

### *Curriculum and assessment*

- Promote an inspirational exciting, stimulating and challenging curriculum which inspires, supports, recognises and celebrates success and love for learning
- Ensure teaching is supported by high levels of subject expertise
- Ensure effective use of both formative and summative assessment
- Determine and ensure implementation of a broad and balanced curriculum which meets
- The requirements of the National Curriculum and the aims of the school, providing progression and continuity throughout the school
- Ensure that the curriculum is appropriate to meet the needs of all pupils and takes account of the full context of the local community
- Establish effective and curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that the curriculum is promoting the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of all pupils: that the curriculum will enable the school's pupils to "embrace the future"
- Ensure valid, reliable and proportionate approaches are used when assessing pupils.
- Provide an ethos and a curriculum in which children feel safe, recognise risks and how to keep themselves safe.

### 3. BEHAVIOUR

- Implement strategies which secure high standards of behaviour and attendance, pupil welfare and citizenship.
- Manage behaviour consistently, fairly and respectfully.
- Ensure that adults within the school model and teach the behaviour of a good citizen
- Promote pupil mental health and well being

### 4. ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

- Ensure the school holds ambitious expectations for all pupils including those who are disadvantaged and / or with additional special needs.
- Ensure the school works effectively in partnership with parents, carers and professionals to identify additional needs of pupils providing support and adaptation where appropriate.

- Ensure a consistent and continuous school - wide approach to maximise every child's progress and attainment.
- Ensure the school fulfils its statutory duties under the SEND code of practice

### 5. PROFESSIONAL DEVELOPMENT

- Lead, motivate, support, challenge and develop staff which is consistent with standards for teacher's professional development.
- Challenge under-performance at all levels and ensure corrective action is taken without delay to secure improvement
- Implement and sustain purposeful appraisal procedures, ensuring staff have access to professional development opportunities.
- Manage change effectively, drawing on expertise from both internal and external sources where needed.







## 6. ORGANISATIONAL MANAGEMENT

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding.
- Agree and set appropriate priorities for expenditure with the Governing Body; allocate funds and monitor the effective administration and control of school budgets so that the School secures its objectives.
- Deploy and manage the school's financial and human resources efficiently and effectively to achieve the school's educational goals and priorities in line with the school's strategic plan and financial context.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure school buildings and facilities meet the needs of the pupils and staff and are of the highest standard of cleanliness and repair and compliant with health and safety regulations.
- Explore and develop additional sources of funding
- Ensure robust approaches to identifying, managing and mitigating risks.

## 7. CONTINUOUS SCHOOL IMPROVEMENT

- Promote creativity, innovation and the use of appropriate existing and new technologies to achieve excellence.
- Identify priority areas for improvement from evidence-based feedback from Governors, staff, pupils, parents and the community.
- Ensure effective change management processes are implemented, which lead to sustained school improvement over time.

## 8. WORKING IN PARTNERSHIP

- Establish constructive relationships and secure the commitment of all parents, carers and the wider community to the vision and direction of the school
- Act at all times as an ambassador for the school in a manner which upholds its values and ethos
- Contribute to the development of the education system by sharing effective practice, working in partnership with other local nursery, primary and secondary schools and local authority to improve educational outcomes for all pupils.

## 9. GOVERNANCE AND ACCOUNTABILITY

- Develop a culture in which all staff recognise that they are accountable for the success of the school and its reputation
- Work with the Governing Body to analyse and plan for the future needs and further development of the school within the local, national and international context
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, the local authority, the local community, Ofsted and others, to enable them to contribute effectively

### *Additional requirements*

The Headteacher will be required to prioritise the safeguarding and promote the welfare of children and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will be responsible for. The Headteacher may be asked by the Governing Body to undertake other duties reasonably regarded as falling within the duties and responsibilities of this leadership post.





# Person Specification

The person specification below shows the key abilities, skills and experience we require in our new Headteacher.

The selection panel will assess each candidate against these criteria, expecting candidates to demonstrate knowledge and understanding of each area and to show evidence of having applied (or awareness of how to apply) this knowledge in the school context.

The information you provide on this application form in the 'personal statement' section must show how you meet the requirements listed in the person specification. Please limit your written supporting statement to no more than 2 sides of A4 in font size 11

This will determine whether you are invited for interview.

		ESSENTIAL OR DESIRABLE
QUALIFICATIONS	Qualified Teacher Status and relevant degree	E
	NPQH or other professional/management qualification relevant to the post	D
	Advanced Safeguarding Certificate	E
PROFESSIONAL DEVELOPMENT AND EXPERIENCE	Substantial and successful experience as a Senior Leader or Headteacher.	E
	Evidence of continuing professional development and its impact on school improvement.	E
	A strong track record of delegating appropriately and effectively empowering and developing staff	E
	Successful experience in relation to leading change and understanding its impact.	E
KNOWLEDGE AND SKILLS	Proven experience of staff development and appraisal and its impact on the school, staff and pupil.	E
	Experience of building leadership capacity and developing distributed leadership.	E
	Evidence of raising standards across each stage and for all children, including but not limited to; SEND, disadvantaged pupils and More Able pupils	E
	Experience of working in partnership with the Governing Body to provide clear vision and direction.	E
	Participation and leadership in school improvement, evaluation and development planning	E
	Ability to formulate objectives, policies and plans and monitor, evaluate and review their impact	E
	Demonstrate success in introducing effective strategies for improvement	E
	Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting inclusion	E
	Ability to collect, analyse and use data on pupils' attainment and progress and secure best practice across the school	E
	A clear understanding of what and how good and outstanding learning and teaching in a Primary School including Early Years can be achieved	E

	Ability to engage children through an exciting, innovative and creative curriculum	E
	Ability to create and develop a stimulating environment which promotes good behaviour and an eagerness to learn	E
	Successful experience of creating and maintaining productive partnerships with all stakeholders	E
	Ability to collaborate with other organisations in the wider community	E
	Ability to set, interpret, monitor and manage a budget; planning for a sustainable future	D
	Ability to manage, monitor and review the use of available resources	D
PERSONAL QUALITIES	Excellent communication skills both verbal and written	E
	Motivational and inspirational in relation to high quality education for all	E
	Very approachable and enthusiastic to engage with the wider community	E
	Excellent health and attendance record check	D
	Resilient, robust and calm under pressure	E





