



GLADE PRIMARY SCHOOL

Headteacher Application Pack





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Welcome from Chair of Governors



Dear Applicant,

Thank you for expressing an interest in seeking appointment as the headteacher of Glade Primary School.

The school celebrated 70 years of education last year (2018) and that gave wonderful opportunity to explore what strides had been made in educational learning in approaches to teaching and just how comprehensive and complex leading a school had become. It also allowed us to have a current benchmark as to where we had reached and where we wanted to take the school in the future. To achieve that will require the right staff, with the right resources and with the right leadership.

Our main focus is the children and providing them with a safe, secure and inspirational environment in which they can learn and develop the knowledge, skills and competencies for moving forward in life. To do this we need staff and parents/carers who are motivated and managed to support the development of the pupils and their surroundings.

The school affords excellent facilities for pupils and staff and the governors will continue to expect the school leader to recognise the importance of embracing the opportunities to offer the fullest range of school activities.

I hope you will arrange to visit the school and inspect for yourself what the school offers in terms of children who enjoy being at school, a committed and competent workforce and a school ready for progressing standards, values and achievements in education.

We look forward to meeting you at interview, to learn how you are ready and suited to take on this important role at the Glade.

Paul Mathias
Chair of Governors

Our vision statement



At Glade we firmly believe that all children should be encouraged to achieve their full potential. We are committed to developing values, attitudes and life skills that result in children becoming respectful, resilient and responsible citizens. This is very much encompassed in our school motto -

*"Growing, Learning & Achieving
with Dedication & Enthusiasm"*



School information



Glade Primary is a two form entry primary school in the London Borough of Redbridge. It is a warm and welcoming school with dedicated staff, committed and supportive governors and an active parents association.

It has pleasant grounds with a wooded area, and stimulating outdoor play equipment.

It is a school with a rich cultural base and strong community links. At Glade we pride ourselves on our many achievements, including those that are academic, musical, sporting and creative. An Ofsted inspection in January 2016 graded the school overall as "Good", with a particular strength in pupils' social, moral, spiritual and cultural development.

We firmly believe that all children should be encouraged to achieve their full potential and develop values, attitudes and life skills that make them respectful, resilient and responsible citizens.

Key facts and statistics



Type of School: Maintained community school

Address: Atherton Road, Clayhall, Ilford, Essex, IG5 0PF
Telephone: 020 8708 0200

Email: gladeprimary@glade.redbridge.sch.uk

Website: <http://www.glade.redbridge.sch.uk>

Age range: 3 – 11 years mixed
Number of children: 475 children

Special Educational Needs and Difficulties (SEND): 10.9%
English as an Additional Language (EAL): 66.8%
Free School Meals (FSM): 11.2%
Pupil Premium (PP): 16%

Most recent Ofsted Inspection
<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report>

What our pupils want



Our ideal headteacher

"We would like a headteacher,
Who shows us they care,
And makes sure that they are always fair.
Our headteacher would be organised but fun,
And understand the way a good school should be run.
A headteacher who upholds childrens' rights would be our
leader
They should also help every child to be a brilliant reader.
A headteacher who's smart, considerate and kind,
Would be a wonderful find!"

Article 12 group



What our pupils want for our school



Job description

Salary: L20-24 £66,978 - £72,818 depending on experience (including outer London allowance)
Contract type: Headteacher appointment for Autumn Term 2019



Main purpose of the role of Headteacher

The headteacher has the overall responsibility for providing leadership to secure the success and continuous improvement of the school. The headteacher will formulate and champion the aims and objectives of the school and provide overall strategic leadership. The headteacher will establish policies and procedures for securing these objectives and monitor progress towards achieving them. The headteacher will manage staff and resources for that purpose. The headteacher will set standards and high expectations for high academic achievement. The headteacher will lead by example, they will ensure that the professional conduct and practice of staff will ensure that policies and procedures are effective; especially in safeguarding and promoting the welfare of children.

The appointment is subject to the current conditions of employment of headteachers, contained in the School Teachers' Pay and Conditions document, the School Standards Framework Act 1998 and all other current education, employment and health and safety legislation.





Job description – Four domains

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

- Qualities and Knowledge
- Pupils and Staff
- Systems and Processes
- The Self-Improving School System

Within each domain there are key characteristics expected of all headteachers. We have tailored some of these to provide a description of the role and responsibilities for the headteacher at Glade Primary School.





Domain 1 - Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their 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 their own scholarship, expertise and skills, and that of those around them.
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 2 - Pupils and Staff

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. Encourage an educational culture of innovation as a basis for developing best practice within and between schools, drawing on the school's extensive grounds and facilities to promote high quality education.
4. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools and conducting relevant research and robust data analysis.
5. Sustain and further develop an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
6. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
7. Hold all staff to account for their conduct, pupil outcomes and professional practice.



Domain 3 – Systems and Processes



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 community.
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 – its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, child centred and curriculum-led financial planning to ensure the equitable deployment of budgets, resources and income generation, 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 4 – The Self-Improving School System

1. Create an outward-facing school which works with other schools in the local education community - 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 and organisations 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, governance and community, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond school - to believe in the fundamental importance of education in young people's lives and to promote the school values and the value of education throughout the school community.



Person Specification



	Criteria	E/D	A/I
EDUCATION & QUALIFICATIONS			
1.	Qualified Teacher Status and a minimum of 5 years assistant head teacher or deputy head teacher experience	E	A
2.	Safeguarding trained	E	A
3.	Degree	E	A
4.	Evidence of relevant post graduate study and/or NPQH	D	A
EXPERIENCE			
5.	Proven track record of improving outcomes for children, including EAL and SEND children	E	A/I
6.	Successful strategies implemented in broadening participation in PE and narrowing and diminishing differences in attainment and progress	D	A/I
7.	Evidence of developing school improvement strategies based on data analysis and research	E	A/I
8.	Recent participation in a primary Ofsted inspection. (Section 8 or Section 5)	E	A/I
9.	Developing, implementing and monitoring a School Improvement/Development Plan	E	A/I
10.	A proven track record of working collaboratively and building, leading, empowering and developing effective teams	E	A/I
11.	Use of performance management /teacher appraisal to ensure accountability and improve performance	D	A/I
12.	Involvement in disciplinary or capability HR processes	D	I
13.	Financial planning or budgetary responsibilities and accountabilities as a school leader	E	A/I
14.	A member of the safeguarding team	E	A/I
15.	Coaching and mentoring new and more experienced colleagues in school to improve the quality of teaching, learning and assessment	E	A/I



KNOWLEDGE & SKILLS		
16.	Current challenges in education, recent developments, legislative changes and their impact on schools	D I
17.	Detailed knowledge of safeguarding requirements, best practices and policy implementation	E I
18.	An understanding of the legal framework that schools must operate within	D I
19.	An understanding and familiarity of financial benchmarking, best value principals and income generation	D A/I
20.	The ability to think strategically and to build and communicate a coherent vision for the school	E I
22.	The role of the governors in the school improvement process	E A/I
23.	To apply national policy in the local context	E A/I
24.	Initiate and support research and debate on effective practice	E A/I
25.	Lead by example in promoting the school vision and ethos	E I
26.	A belief in the importance of professional collaboration with others, within and beyond the school	E A
27.	A commitment to provide choice and flexibility in learning, to meet the needs of every child	E A/I
28.	A commitment to inclusion and to reducing attainment gaps	E A/I
29.	A commitment to maximising pupil progress, high standards of behaviour and attainment	E I
PERSONAL QUALITIES		
30.	The ability to inspire, challenge, motivate and empower others to carry the school values and vision forward	E I
31.	Excellent interpersonal and communication, in person and via the range of multi-media platforms available	E A/I
32.	Receptive to the support and challenge provided by governors, colleagues and education professionals	E I
33.	Self-motivated with excellent organisational skills, able to prioritise and delegate, when appropriate	E A/I
34.	A commitment to ongoing personal and professional development	E I
35.	A good sense of humour	E I

Completing your application

Application form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those in recent years which have helped you for headship.

Person specification and personal statement

When writing your response it is really important that you address each of the requirements in the person specification. Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement. Application forms must be submitted in microsoft word and not as PDF documents.

Covering letter

You may also wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turn around. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your last head teacher or Chair of Governors.



Important dates and information

Visit the school	To be arranged by contacting the school office on : Tel 020 8708 0200 Email : gladeprimary@glade.redbridge.sch.uk
Closing date	Thursday 2 May 2019 Application deadline 12.00 noon
Completed applications to be returned to	Neetha Atukorale GovernorsSupport@redbridge.gov.uk
Shortlisting date	Thursday 9 May 2019
Interview dates	Candidates will be required to deliver a presentation as part of the selection process Monday 20 May 2019 and Tuesday 21 May 2019
Start date	Monday 2 September 2019 (negotiable for the right candidate)