



Snaresbrook Primary School

Headteacher Application Pack

For September 2023

School visits: 28.02.23 (9.30am – 12.30pm), 01.03.23 (1.00pm – 3.00pm)
and 03.03.23 (9.30am – 12.30pm)

Closing Date: 8th March 2023

Shortlisting: 17th March 2023

Assessment and Interviews: 27th March 2023 and 28th March 2023



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Welcome from the Chair of Governors

Snaresbrook Primary School is a diverse two-form entry primary school set in a lovely green site close to Wanstead High Street, in Outer London. Due to the retirement of our excellent headteacher we are seeking an inspiring new headteacher to build on our strong foundations and lead our school with vision, ambition and warmth.

Snaresbrook Primary has a lot to offer the right candidate. The school is a fantastic place to work: there is a strong and stable staff, with high energy and a shared commitment to providing the best possible education to our pupils. The school is financially stable, putting us in a good position to meet the challenges ahead, and the buildings and grounds have received significant investment in recent years. With generous outside space, including a playing field and a MUGA court, we are very proud of the learning environment we offer. Our SEND provision is also a real strength and demonstrates our commitment to including all children in all aspects of school life, and recognising their individual strengths and needs.

There is still room for improvement and we look forward to our new headteacher continuing to drive forward the continuous improvement of the school, while maintaining the nurturing and inclusive ethos that makes Snaresbrook so special.

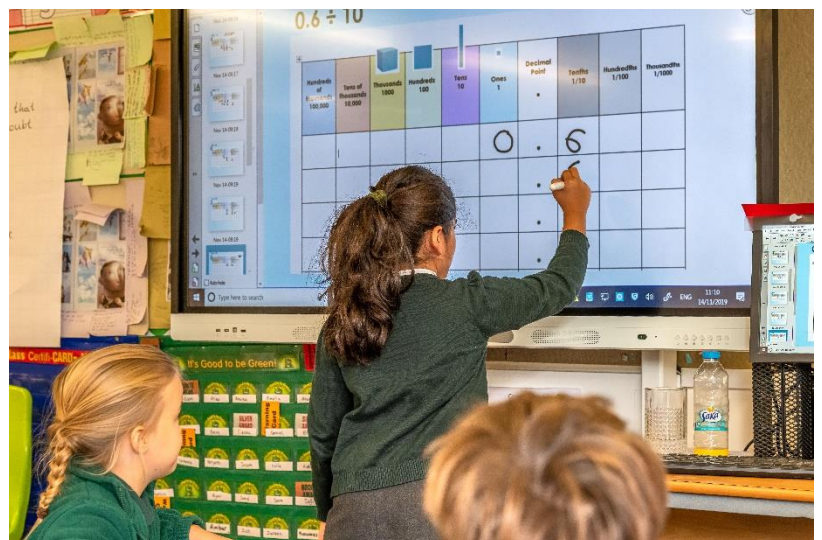
I have been a governor at the school for four years and also a parent of a child at the school for the last six years, and I am proud to be part of the school community. I warmly invite candidates to visit the school before application, if possible, and see what Snaresbrook has to offer to the right person.

Details of how to arrange a visit and more information about our school are contained in the information pack, together with details of how to apply for the role of Headteacher. You will also find a wealth of information on the school's website at <https://snaresbrook-redbridge.secure-dbprimary.com>

We look forward to hearing from applicants who have the expertise and commitment to make our great school even better. On behalf of the Governing Board, thank you again for your interest in Snaresbrook Primary School.

Kerensa Heffron

Chair of Governors





About our school

Snaresbrook Primary School is a two form of entry multicultural school with a Nursery, set in spacious green and wooded grounds close to Snaresbrook Underground Station and Wanstead High Street, and with easy access to the A406 and M11. The site has generous outdoor space, including an edible garden, MUGA court and a grassed field.

Our children are at the heart of every decision that we make. The curriculum has been thoughtfully created to engage, stimulate and challenge every child and foster a love for life-long learning and curiosity of the world. The positive relationships created by all adults with children ensure that every child is nurtured in order to develop within them a confidence and positivity to embrace learning.

Underpinning all this is the school's commitment to ensuring that all our children possess the values, skills and knowledge to prepare them for the next phase of their educational journey, as well as enabling them to make a positive contribution to our local community and wider world.

If you would like to know more about Snaresbrook Primary School then our informative website will provide you with lots of up-to-date information. We also welcome visits from interested candidates: our children are very proud of their school and would very much enjoy talking about and sharing their achievements and successes with you.





Our School Values

At Snaresbrook Primary school we have selected drivers that are used to underpin our curriculum:



Our School Vision

We want our children to:

- Have a growth mindset and believe that anything is possible.
- Care for themselves, others and the environment.
- Be respectful and responsible.
- Be confident communicators, who think critically.





Key facts and statistics

Type of School	Mixed community
Address	Meadow Walk, South Woodford, E18 2EN
Telephone number	020 8989 9975
Email	Admin.Snaresbrook@redbridge.gov.uk
Age Range	3-11
Number on Roll	461
Children with EHCP	8
Children with SEND	49
Children with EAL	181
Children on FSM	55
Current attendance (across the school)	94%





What our pupils say about the school

'All our teachers are kind and care for our privacy. We have fun learning and enjoy coming to school. We have lots of school trips like swimming, Gilwell and Kidzania'.

'I like Snaresbrook Primary School because when I moved from my old school I made lots of friends and there are no bullies in this school, it is amazing.'

'I like Snaresbrook Primary School because whoever you are you always get accepted and overall, it is a wonderful school with kind students and teachers'

'I like this school as I feel like I have a voice in the decisions, thanks to the pupil voice. This school has wonderful staff and pupils.'

'We like this school because we have a good range of lessons. The teachers help us when we ask for help. We do lots of trips, which I really enjoy'.

'The children and the teachers are kind. The teachers because they help us to learn lots of things so we are ready for secondary school. It is a very nice place and we get to do lots of fun activities. We feel safe with our friends and teachers. We all stick together'.





What our parents say about the school

In our most recent parent survey in December 2022 the parents/carers said the following:

'The leadership team are fantastic and the staff go above and beyond to support children and their parents. Highly recommend this school!'

'The teachers are all very accessible, dedicated and caring, and quick to deal with any concerns. The school has a lovely community feel.'

'The commitment and care from the whole staff is exemplary. My child has felt instantly welcomed and embedded within in this nurturing environment'.

'Snaresbrook is such a lovely school and has all the tools in place to provide a happy and healthy learning environment for any child! I am very pleased with how my son is doing with the school and teachers in general.'

'Since starting this school in year 3 my daughters' confidence has come back with her peers and her school work. Plus, teachers recognise my daughter struggles in a particular subject and helps try overcome the difficulties she has.'

What our staff say about the school

'At Snaresbrook we work as a team and support each other. The staff really care about the children and each other'.

'The children are polite and want to learn. The staff are one team who are all here for the children to achieve and be the best they can be. There is a supportive willingness to adapt to needs of both the children and staff when necessary and lots of lots of CPD opportunities to support this'.

'The school has a very happy atmosphere among both the staff and pupils'.

'The school has thrived over the past several years from strong, thoughtful and caring leadership'.



Job description/Key responsibilities

Main purpose of the role of Headteacher

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation's schools.

Parents and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility.

The headteachers' standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.

These standards replace the national standards of excellence for headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers.

The standards can be used to:

- shape headteachers' own practice and professional development, within and beyond the school
- support the recruitment and appointment of headteachers, including the development of job descriptions and person specifications
- underpin frameworks for the training of school leaders, including current and aspiring headteachers
- inform the performance management of headteachers

Relationship to the teachers' standards

The [teachers' standards](#) (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built.

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

The first section of the headteachers' standards outlines the ethics and professional conduct expected of headteachers. This is developed from part 2 of



the teachers' standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of headteachers.

The second section sets out 10 headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the standards; the numbering below is only to aid identification.

1. School culture (builds on teachers' standard 1)
2. Teaching (builds on teachers' standards 2 and 4)
3. Curriculum and assessment (builds on teachers' standards 3 and 6)
4. Behaviour (builds on teachers' standard 7)
5. Additional and special educational needs (builds on teachers' standard 5)
6. Professional development (some match to teachers' standard 4)
7. Organisational management
8. School improvement
9. Working in partnership
10. Governance and accountability

Domains

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.

The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.

Culture and ethos

- teaching
- curriculum and assessment
- additional and special educational needs

Curriculum and teaching

- school culture
- behaviour
- professional development



Organisational effectiveness

- organisational management
- school improvement
- working in partnership

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities



- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils for all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- establish and sustain high quality, expert teaching across all subjects and phases, built on and evidence informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading



- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional special educational needs and disabilities
- establish and sustain cultural and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning



7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility



- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

How the standards apply to different leadership roles

The headteacher's standards cover the full breadth of leadership responsibilities within a single school. For most headteachers in maintained schools or academies in single academy trusts this means that all of the standards should be relevant to them, though it is anticipated that they will meet some standards through the successful leadership and management of teams and individuals within their schools.

There can be a range of job roles and titles for those leading individual schools, particularly where a school is working within a group, such as in a multi-academy trust. Job roles and titles are various, including Head of School, and Associate Head, as are the governance arrangements to which headteachers are accountable. In some settings headteachers are responsible for leading more than one school. There are also instances of shared headship through co-headship or job-shares. Employers, in such instances, will therefore want to decide which standards are applicable to roles in these contexts.



Person specification criteria

Key

Essential	E
Desirable	D
Application	A
Interview	I

Education and Qualifications		
1. Qualified Teacher Status.	E	A
2. Evidence of recent continuous professional development including safeguarding	E	A
3. Higher or specialist qualification in education and/or management	D	A
4. NPQH	D	A
Experience		
1. Proven track record of effective leadership in a primary school	E	A/I
2. Demonstrable success in building and leading teams	E	A/I
3. Experience in more than one primary school	D	A/I
4. Proven track record of improving outcomes for pupils including for vulnerable groups	E	A/I
5. A proven track record of improving quality of teaching	E	A/I
6. Experience of involvement in accurate school self-evaluation based on data analysis	E	A/I
7. Use of effective application-based school improvement strategies	D	A/I
8. Use of performance management/appraisals to secure accountability and improve performance	E	A/I
9. Effective management of people and successful staff development	E	A

Leadership qualities		
1. Ability to have strong and credible relationships with the governing board, pupils, staff, parents, the wider community and other stakeholders so all feel valued	E	A
2. The ability to think and work strategically	E	A/I
3. The ability to inspire, challenge, motivate and empower others	E	A/I
4. The ability to delegate responsibility appropriately	E	A/I
5. The ability to produce and implement school improvement planning and to evaluate its impact	E	A/I
6. The ability to lead by example in promoting the school vision and ethos		



Knowledge and skills		
1. Detailed knowledge and commitment to safeguarding practices and policy implementation.	E	A/I
2. Financial awareness and the ability to understand, plan and manage the budget in the context of financial benchmarking and best value principles	E	A
3. A thorough knowledge of the national curriculum, the latest statutory assessment and Ofsted frameworks	E	A/I
4. Familiarity with HR procedures	E	A
Personal qualities		
1. A commitment to inclusion and achievement for all	E	A/I
2. Excellent interpersonal and communication skills	E	I
3. Open to the support and challenge provided by governors and colleagues	E	A/I
4. A commitment to ongoing personal and professional development	E	A/I
5. A commitment to ensuring a culture of work life balance and wellbeing, creating a collegiate atmosphere where all members of the school community feel valued	E	A/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 courses 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 that you evidence additional aspects such as training; and qualifications; together with your background and experience, within the personal statement. You are to use no more than two pages of A4.

Safeguarding

Snaresbrook Primary School is committed to safeguarding and promoting the welfare of children. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check. Any conditional offer of appointment will be made subject to receipt of all required documentation and satisfactory verification of all necessary checks.

Safer Recruitment

Safer recruitment practice aims to minimise the risk of appointing individuals who are unsuitable to work in a post where they will be in contact with children and could cause them harm. Snaresbrook Primary School ensures that members of recruitment panels are appropriately trained in safer recruitment. Our selection process observes best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants.

Important dates and information

Pay range	L18 (£70,872) – L24 (£80,718) + up to 25% Discretionary Allowance for an exceptional candidate
Visit the school	28.02.23 (9.30am – 12.30pm) 01.03.23 (1.00pm – 3.00pm) 03.03.23 (9.30am – 12.30pm)
Closing date	8 th March 2023 (Noon)
Completed applications to be returned to	kmount4.317@lgflmail.org
Shortlisting date	17 th March 2023
Assessment & Interview	27 th March 2023 and 28 th March 2023
Start date	1 st September 2023