



Headteacher Application Pack





Advert & Application Process

Group 3 Inner London L18-L24

A salary uplift may be considered for an exceptional candidate

Full time / Permanent

Required for September 2022

Alexandra Primary School

Alexandra Primary is a successful and popular 2 forms of entry school in the London Borough of Haringey. The school has an excellent reputation in the local area. The school is about to embark on a major refurbishment programme commencing in the summer term which will considerably enhance the facilities of the school.

Following six and a half years of successful leadership, our current Headteacher will be leaving us at the end of the summer term. This is an exciting opportunity to build on the excellent foundations in place and continue to develop the school.

We are looking for an exceptional, committed Headteacher with a proven record in educational leadership to share our ambition and strategic vision to build upon the Ofsted 'good' rating (February 2017). Your energy and enthusiasm will inspire, challenge, and empower all members of the school in achieving our vision. We want the best for all our pupils.

Our future Headteacher will have strong leadership skills and be able to manage the demands of an inner-city primary school. The school has a strong, motivated, and dedicated team of teaching and support staff, committed to ensuring high achievement and equality of opportunity for all.

The role is suitable for an experienced leader who is looking for a second headship or an experienced deputy capable of meeting the challenges of the post. Governors have high expectations and are positive and supportive. The new Headteacher will benefit from:

- Enthusiastic and well-behaved pupils who want to learn and take part in all aspects of school life.
- Dedicated staff who are committed to providing the best possible education for the pupils.
- A diverse school population.
- Supportive parents and a local community who want the school to succeed.
- Good OFSTED rating in February 2017.
- Well managed budget.
- A supportive and experienced governing body.
- Membership of the highly regarded Haringey Education Partnership who provide a wide range of support for local schools.

There will be an opportunity to visit the school and meet the current Headteacher in the week beginning Monday 10th January. Prospective candidates are asked to complete the application form. The supporting statement section in the form should show how you meet the requirements listed in the person specification. Please limit your written supporting statement to no more than 3 sides of A4, Calibri font size 11.

Closing date: Monday 24th January 12 noon. We will be shortlisting on Tuesday 1st February and successful candidates will be informed the following day. We propose to interview on Monday 7th and Tuesday 8th February 2022. It is essential that shortlisted candidates inform their referees of these dates.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. A DBS check at enhanced level will be required.

Please visit our website for an application pack and further information www.alexandraprimaryschool.co.uk Completed applications should be returned by email to sbm@alexprimary.haringey.sch.uk

Visits to Alexandra Primary School are encouraged and strongly recommended to see staff and students at work. Please contact Katie Wetherill, on 0208 888 9771. or by email sbm@alexprimary.haringey.sch.uk





Letter from the Chair of Governors

Dear Applicant,

Thank you for expressing your interest in the position of Headteacher at Alexandra Primary School. We hope you find this information pack a useful introduction, and that you will be encouraged to apply for this exciting opportunity to lead our school on the next stage of its journey.

Alexandra is a welcoming two form entry school with its own Nursery serving a very diverse community, in an area of high deprivation. This makes it all the more important that, as a school, we do all we can to make a difference for our children and help them all on their path to become successful citizens.

At Alexandra we have worked very hard to raise standards over the past years. We look forward to challenging ourselves yet further, as we strive to build upon the exceptional work carried out by the school. Our aim is to ensure that **every** child who attends Alexandra achieves their full potential. My fellow governors and I are looking to appoint a Headteacher with vision, strong and inspirational leadership qualities, management skills, and the ability to take the school forward in the years ahead.

The Governing Body will be committed to your professional development. We will work with you to ensure our school continues to provide our pupils and their families with a school where they can thrive in an ambitious, nurturing and safe environment. In achieving these goals, you will be supported by governors and a hardworking and very capable staff team.

For the right candidate, this will be a very rewarding and worthwhile job.

We strongly encourage you to visit the school. Our pupils are a wonderful advert and you will see first-hand our inclusive ethos and the great potential of our pupils. Our current Headteacher is happy to answer any questions you may have. In the first instance please contact Katie Wetherill, School Business Manager at sbm@alexprimary.haringey.sch.uk.

My colleagues and I look forward to receiving your application.

Kind regards

Caroline Schloss

Caroline Schloss

Chair of Governors





About our School

The school prides itself on being a nurturing and warm community. We are passionate about creating the conditions for each child to reach their full potential. We give our children opportunities to take part in experiences they maybe would not otherwise be able to access.

We encourage our children to be proud of and learn about their own heritage, whilst embracing and celebrating British values.

Our pupils are drawn from a very wide demographic and there is a very high level of mobility.

Some core data

Number of children on roll: 376 (including nursery)

Children with SEN: 19%

Attendance: 95%

Pupil Premium: 25%

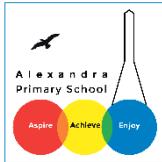
Children on FSM: 25.5%

Children with EAL: 70%



Alexandra Primary School is housed in a characterful Victorian Building which was recently extended to allow the school to expand from a one to a two-form entry.

We are situated very close to the centre of Wood Green which boasts excellent transport links to central London and the surrounding areas. The school is also within very easy walking distance of the iconic Alexandra Palace and park.



Our School Vision

You will find our school vision inspired by our motto 'Aspire Achieve Enjoy' on the school website. We also developed a pupil's version, with our children. Here is what some of them said:



Alexandra Primary: Vision Statement

Our Children's Version

Aspire

At Alexandra, we aspire to be the best version of ourselves.

We believe in our abilities and have ambitious goals.

We all aim high so we can be successful in the present and the future.



'One day your dream will come true by trying your best and never giving up.' (El Salvador class, Year 6)

'Our vision is for us to be what we want when we are older.' (Bolivia class, Year 3)

'We aspire to be good people and good friends to each other.' (Colombia class, Year 2)

Achieve

At Alexandra, we work as a team to reach our goals.

We are not afraid to make mistakes and are encouraged to learn from them.

We celebrate that we are unique and achieve different things in our own ways.

When entering our school and classrooms you will know we are achieving because:

'They will see us making mistakes and learning from them.' (Chile Class, Year 2)

'They will see me at my desk trying my best and they will feel joyful because everyone is nice.' Hannah (Costa Rica class, Year 1)

'We want to always achieve our best: we want to write our own sentences and not be shy.' (Costa Rica class, Year 1)

Enjoy

At Alexandra we celebrate everyone's learning journey and efforts through awards and assemblies.

We enjoy extra-curricular activities to encourage and celebrate different talents and skills.

As a team, we take pride in events and celebrations that bring the school community together.

People coming into our school will know we are enjoying our learning because:

'They will see us enjoying our learning and having so much fun.' Chloe and Kaylon (Paraguay and Panama class, Reception)

'Our classroom will feel like a fun place to be and learn. People will enjoy watching us learn and achieve.' (Espana class, Year 6)



The Curriculum

As stated above we have a very diverse intake of pupils at Alexandra. We want them to be proud of their own culture and legacy, whilst simultaneously understanding and learning about the British Values that underpin our wider society and this is reflected in our curriculum.

We teach all the National Curriculum Subjects, in Key Stage 1 and 2, as individual subjects, finding links, where appropriate, between each one. We aim to teach a broad and balanced curriculum, as well as equipping the pupils with the skills necessary for them to move onto the next stage of their educational journey.

We aim for our curriculum to be varied, fun and exciting. Our aim is that all our children be engaged and stimulated, and we are striving to ensure our curriculum is inclusive for everyone, especially for all those with disabilities or special educational needs. We are ambitious and want our curriculum to challenge and motivate so that every child can achieve optimum progress and attainment from whatever their starting point. Details of our curriculum offer can be found on our website.

A particular strength of the school is the quality of its reading offer. Not only are we committed to ensuring that every child can read but also to develop their love of reading. The school is a hub school for Daily Supported Reading (DSR) and Destination Reader (DR).



We have very good support from parents and enjoy working with them.

At Alexandra we aim to give our pupils many different learning opportunities both inside and outside of the classroom.





Job Description

Job title: Headteacher

Reports to: Governing Body and Local Authority

Start Date: September 2022

Purpose of the post:

To provide professional leadership of Alexandra Primary School which secures its continuing success and improvement, ensuring high quality education for all its pupils and excellent standards of learning and achievement.

Headteacher Responsibilities:

This job description reflects and references the DfE Headteacher Standards 2020

Ethics and Behaviour:

- build relationships rooted in mutual respect, and always observe proper boundaries appropriate to this 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 the position, pupils' vulnerability or might lead pupils to break the law

As the leader of Alexandra Primary School community and profession:

- serve in the best interests of Alexandra Primary School pupils
- conduct yourself in a manner compatible with this influential position in society by behaving ethically, fulfilling the professional responsibilities, and modelling the behaviour of a good citizen
- uphold the 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 your own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

School Culture:

- strengthen and sustain the school vision and ethos in partnership with the Governing Board and through consultation with the school community
- continue to create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from 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
- 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

Teaching:

- establish and sustain high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure that effective strategies are in place, closely monitored and reviewed, to continue to rapidly close the gap for disadvantaged pupils and other vulnerable groups
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains

Curriculum and Assessment:

- ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught and 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
- ensure that the curriculum is promoting the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of all pupils
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils develop their reading through the provision of evidence-informed approaches
- ensure valid, dependable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
- ensure effective use is made of formative assessment to shape and develop the curriculum

Behaviour:

- 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 student behaviour and courteous conduct in accordance with the school's behaviour principles and 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
- promote pupil mental health and well being

Additional and Special Educational Needs and Disabilities:

- ensure the school holds ambitious expectations for **all** pupils including those with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers, the Local Authority 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 regarding the SEND code of practice
- ensure a consistent and continuous school - wide approach to maximise every child's progress and attainment.

Professional Development:

- 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

Organisational Management:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- 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.
- Prioritise and allocate the school's financial resources efficiently and effectively to achieve the school's educational goals and priorities in line with the school's strategic and development plan, and financial context.
- establish and oversee systems, processes and policies that enable the school to operate effectively, efficiently and with 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 school buildings and facilities meet the needs of the pupils and staff and are compliant with health and safety regulations.
- explore and develop additional sources of funding
- ensure rigorous approaches to identifying, managing, and mitigating risk

Continuous School Improvement:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit the school's 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
- identify priority areas for improvement from evidence-based feedback from Governors, staff, pupils, parents and the community.

Working in Partnership:

- forge constructive relationships beyond the school, working in partnership with parents, carers, the local authority and the local community
- commit the school to collaborate 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

Governance and Accountability:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with the Governing Body
- 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

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 job description 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 of a leadership post.



Person Specification

The person specification below shows the key qualities, abilities, skills and experience we require in our new Headteacher. The selection panel will assess each candidate against these criteria. We are 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 in your application form in the ‘supporting statement and achievements’ section must show how you meet the requirements listed in the person specification. Please limit your written supporting statement to no more than 3 sides of A4 in Calibri font size 11.

This person specification reflects and references the DfE Headteachers Standards 2020

	E = Essential D = Desirable
Qualifications	
Honours degree level qualification	E
QTS	E
NPQH	D
Evidence of appropriate CPD	E
Current safer recruitment training	D
Current Child Protection qualification	D
Knowledge and Understanding of	
Governance structure and operation	E
Safeguarding legislation requirements and systems	E
School performance measures and tracking systems	E
SEND legislation and procedures including code of practice and its implementation	E
Staff appraisal systems	E
Curriculum requirements (statutory) planning and implementation	E
Current learning and teaching quality performance measures	E
School finance	D
The current Ofsted requirements	E
National developments and priorities in education	E
The role which can be played by parents in raising standards	D
Qualities	
Ambition, drive and determination to develop the School to the highest standards	E
Excellent leadership skills to build and develop effective teams, delegating where appropriate, holding to account and delivering on objectives	E
Absolute commitment to delivering an outstanding education for all students	E
Strong personal commitment to working within the Local Authority	E
Excellent communicator, capable of inspiring and engaging all stakeholder groups including pupils, parents/carers, staff, governors, and other local groups	E
Flexibility and adaptability to meet unexpected challenges	E
Be able to use reflection to learn from experiences	E
Be able to use humour and empathy appropriately	E
Maintain a positive, supportive approach even when under pressure	E

Uphold the Nolan Principles; selflessness, integrity, objectivity, accountability, openness, honesty and leadership.	E
A strong commitment to leading an inclusive and anti-racist school	E
Experience and Skills	
Significant senior leadership experience at Deputy Head/Head level or within the LEA	E
Active membership of Governing Body and/or Governing Body Committees	E
Proven record of proposing and delivering school improvement initiatives	E
Proven record of raising pupil achievement (progress and attainment)	E
Proven record of raising the quality of teaching	E
Line management of staff: driving staff development	E
Line management of staff: addressing underperformance	E
Proven record of effective engagement with parents/carers	E
Creation and development of successful partnerships with community groups	D
Significant experience of supporting special educational needs and disabilities within a mainstream setting	E
Experience of classroom teaching In Foundation Stage, key stage 1 or key stage 2 (preferably in more than one key stage)	E
Experience in managing school Human resources	D
Experience of Managing the school budget and financial processes	D
Ability to lead school self-evaluation and to develop and implement a plan for school improvement	E
Experience of managing the upkeep of the school buildings and facilities to ensure they meet the needs of the pupils and staff and are compliant with health and safety regulations.	D

In addition, the successful candidate must be willing to uphold the ethos and policies of the school, including the commitment to safeguarding and promoting the welfare of children and young people.





Alexandra Primary School

Western Road, London, N22 6UH

Tel: 0208 888 9771

Email: admin@alexprimary.haringey.sch.uk

Website: <https://www.alexandraprimarieschool.co.uk/>

