



RESPECT

RESILIENCE

HIGH EXPECTATIONS

WELCOME TO HEATHMERE PRIMARY SCHOOL

March 2026

Dear Candidate

On behalf of the Governing Board, thank you for your interest in the role of Headteacher at Heathmere Primary School. We are delighted to introduce you to the school, and we are certain that Heathmere will provide a rewarding opportunity as you take the next step in your career.

The Governors are very proud of what the school has achieved to date and are now looking for someone with the drive and innovative thinking to take us on to the next stage of our journey, building on the school's strengths. You will be supported by an experienced, dedicated and very capable team, as well as the resources and support to implement your vision. By working together, we want to ensure that Heathmere maintains its reputation for providing an exceptional learning environment, where the children love school, are enthusiastic learners and are prepared for secondary school and life beyond.

This pack contains further information about our school as well as a detailed job description, person specification. We would strongly encourage you to visit the school before submitting an application. Please contact the school to arrange a visit.

We hope that reading about us and visiting the school will inspire you to apply for the role.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Bożena Birt', written in a cursive style.

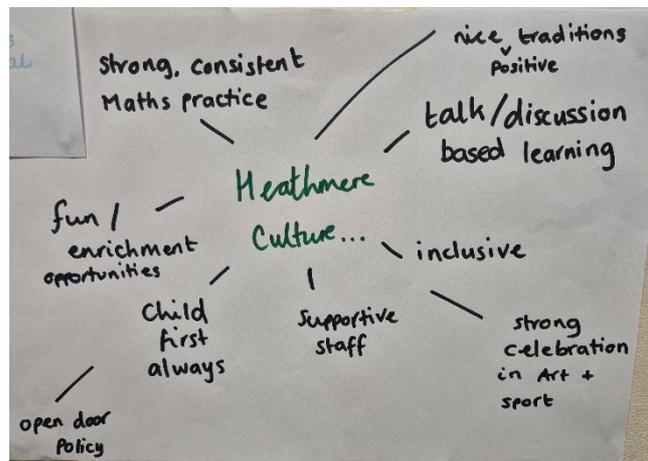
Bożena Birt
Chair of Governors

ABOUT US



At Heathmere we aspire for all children to be happy, confident and achieve their best, which is embedded in our values of Respect, Resilience and High Expectations. We are a school in the heart of the community, with staff who really know our children and keep them at the centre of everything we do. We provide an inclusive, safe and caring learning environment for our 235 children, who represent a broad range of cultures, home languages and interests.

We are extremely proud of our latest Ofsted Inspection (November 2024), with Outstanding in Behaviour and Attitudes and Personal Development and Good in all other areas, reflecting our focus on providing an environment in which every child can thrive.



We have extensive outdoor space and large classrooms, further enhancing the learning environment for our children. And beyond delivering a broad and purposeful curriculum, we have unique access to resources to enhance the curriculum with enrichment and specialist teaching. We offer a wide range of extra-curricular opportunities for all children, including sports, dance, music and art.

CURRICULUM AND APPROACH TO LEARNING

Heathmere's curriculum vision is for children's learning to be purposeful, empowering them to be ambitious for their future.

Our curriculum is carefully planned to make links between subjects and prior learning, while following the National Curriculum. Each of our topics are designed to be interesting and engaging for all – as well as teaching children the key subject knowledge and learning skills they need for a successful future. We want the children to develop a strong cultural capital; so the curriculum is underpinned by a strong enrichment offer. Specialist Teachers are used to deliver Art, Dance, Design and Technology, Gymnastics, Music and Tennis lessons.

We prioritise high quality teaching and learning for all, as this is the most important lever the school has to improve outcomes for disadvantaged children. We prioritise ensuring knowledge and skills are taught to and retained by all children in a progressive and purposeful way that will enable and empower them to be successful in the future.



This is delivered through:

- Strong subject leadership underpinned by pedagogy and robust research
- Comprehensively following The National Curriculum and the Early Years Foundation Stage
- Prioritising reading
- Inclusive classrooms where all children have their needs met
- Mapping key skills progressively for every subject
- Articulation of the Intent, Implementation and Impact for each subject
- Retaining curriculum knowledge through 3 key facts in each subject unit
- A strong social and emotional learning curriculum where children learn to articulate and manage their emotions
- A wide enrichment offer that is accessible to all children





SENIOR LEADERSHIP TEAM AND STAFFING

The Headteacher is well supported by a team of leaders and dedicated and capable teachers and staff.

The teaching team includes:

- Literary specialist
- Dyslexia specialist teacher
- Roehampton University Mentor
- KS2 writing moderator
- 2 qualified SENCos
- Specialist teachers in Art, Dance, DT, Gymnastics, Music and Tennis

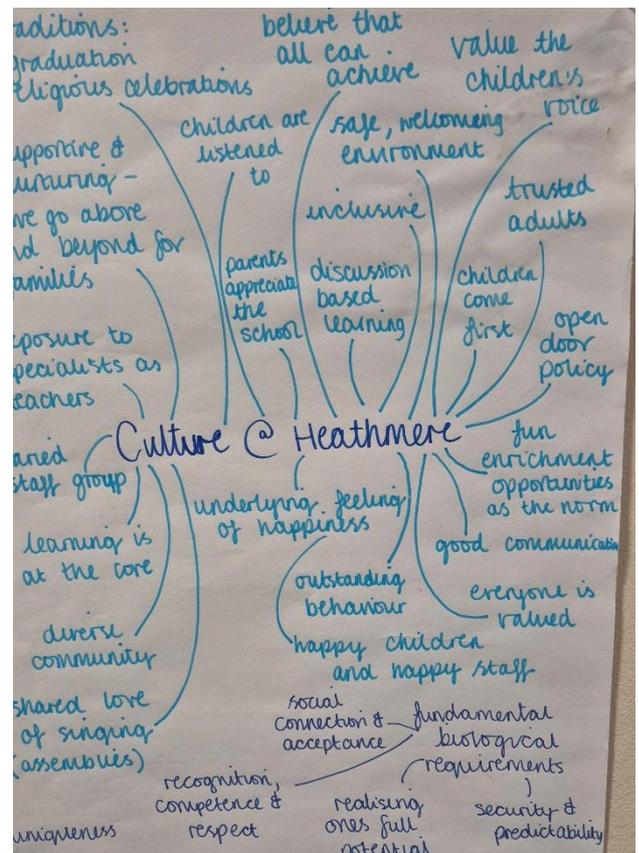
GOVERNING BOARD

We have a total of 13 governors, with a wide range of skills and experience, who are enthusiastic and engaged, fulfilling our role as ‘critical friend’ and support to the Headteacher and school leaders to drive the school forward. We believe in and ensure the school values – respect, resilience, high expectations – are upheld by all.

The Governors fulfil their duties through termly Full Governing Board meetings, termly committee meetings and school visits.

WANDSWORTH LOCAL AUTHORITY

The Performance, Participation and Support Team provides comprehensive and effective support to its many primary schools. This includes a training programme and support from the School Improvement Team. We have a Link Advisor who visits on a termly basis to work with the Headteacher in raising standards.



WHAT YOU CAN EXPECT FROM US



- An immensely rewarding role
- A diverse, happy, kind community of children
- A calm and purposeful learning environment, underpinned by a staff culture of openness and professionalism
- Resources and encouragement to be creative and innovative in enhancing the core curriculum with relevant enrichment to provide highest quality education and experiences for our children
- A hardworking, extremely capable and dedicated staff team
- High staff morale supported by a Staff Well-Being Charter
- A strong and committed Governing Board
- Opportunities for CPD, mentoring and coaching
- A supportive Local Authority
- Onsite Parking



OFSTED NOVEMBER 2024

“Pupils thrive and blossom at Heathmere. The school has created an environment where high expectations, resilience and respect for all are the norm.”

“Pupils behave exceptionally well. They treat each other with kindness and respect.”

“The school promotes pupils’ personal development exceptionally well. ... They learn what it means to be a good citizen and put this into practice.”

“Pupils take positions of leadership seriously. They exude pride in their duties. Pupils understand what it means to be trusted and say it is ‘an honour’ to be chosen as a role model.”

“Parents and carers are overwhelmingly positive about the school. They appreciate the extensive support for their children and the whole community.”



HEADTEACHER JOB DESCRIPTION

Post: Headteacher – Heathmere Primary School
Contract Type: Permanent
Contract Term: Full Time

PURPOSE OF THE ROLE

The Headteacher will have overall responsibility for the organisation, management and conduct of the school, providing leadership and strategic direction to ensure the achievement of the highest possible standards of education.

The Headteacher will provide professional and inspirational leadership, promoting a secure foundation from which to improve further and to achieve high standards in all areas of the school's work. In addition, the Headteacher will be committed to the safeguarding and welfare of all children and to promoting high standards of behaviour through appropriate support, skilled management and inclusive provision, enabling all children to participate, learn, enjoy and achieve.

DUTIES

The latest School Teachers' Pay and Conditions document should be read in conjunction with this document.

Shape the Future

- Lead by example and provide inspiration and motivation to the whole school community; generate vision, ethos and policies for the school which promote high levels of achievement, meet equality objectives and ensure a caring, compassionate, stimulating and secure environment
- Ensure the school is managed effectively in all areas, so that it contributes to the development of each child's potential
- Ensure Heathmere has a clear, evidence based, strategic vision for school improvement, expressed in its long-term School Development Plan (SDP) that is understood, shared and acted upon effectively by all
- Work in partnership with staff and governors to ensure that the Plan is regularly monitored, evaluated, reviewed and underpinned by sound financial planning
- Ensure strategic planning takes account of the diversity, backgrounds, values and aspirations of the families who attend the school and the local community
- Ensure all aspects of the work and organisation of the school are monitored and evaluated to meet all statutory requirements

Lead Learning and Teaching

- Promote a culture that ensures a continuous focus on raising children's achievement, using comparative data and local and national benchmarks to evaluate and improve the school's performance
- Promote creative, responsive and effective approaches to teaching, planning and assessment for every child's learning, and careful monitoring and tracking of the progress and achievement of groups and of individual children
- Encourage a culture and ethos of challenge and support, where all children can achieve their best in a supportive and inclusive environment
- Demonstrate high expectations and set ambitious targets for the whole school

- Secure high standards of behaviour and attendance
- Ensure the support for children with SEND enables their highest possible achievement and their wellbeing
- Systematically evaluate and enhance the quality of teaching across the school, and work with all classroom staff to ensure the highest standards of professional performance
- Ensure a balanced curriculum that challenges and stimulates children's enjoyment and enthusiasm for learning, is relevant to the needs and aspirations of children and meets all statutory requirements
- Promote and encourage creativity, innovation and the use of new technologies to enhance teaching and learning
- Develop and maintain a broad range of extra-curricular activities across the school
- Maintain effective systems for communicating with parents/carers, children and governors to ensure that individual targets and progress are achieved
- Maintain and develop links with parents/carers, other schools, educational establishments and the wider community in order to enhance teaching and learning and children's personal development

Develop self and work with others

- Lead by example, creating a shared commitment to high expectations, collaborative team work, distributed leadership and professional reflection
- Support, challenge and appraise the work of all staff through the implementation of effective strategies and procedures for induction, professional development and performance review
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture, and to allow an appropriate work/life balance, with staff well-being and support at the core

Manage the organisation

- Create a structure which reflects the school's values and enables the management systems, structures and processes to work both effectively and legally
- Develop a strong and effective partnership with Governors
- In partnership with the Governing Board, set appropriate priorities for expenditure within a balanced budget, and ensure effective and efficient financial and administrative control to achieve the school's educational priorities and goals
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Recruit, retain, deploy and develop staff appropriately, and manage their workloads in order to achieve the school's educational priorities and goals
- Manage and organise the school environment efficiently to ensure that it supports the achievement and well-being of all children and adults, and meets all health and safety regulations
- Use a range of technologies effectively and efficiently to lead and manage the school

Safeguarding and promoting the welfare of children

- Understand and support the local education authority safeguarding agenda, and champion and comply with Keeping Children Safe in Education (KCSiE) standards.
- Prioritise robust implementation of safeguarding systems, to ensure that children and staff work and learn in a safe and supportive environment
- Maintain effective systems and policies for safeguarding all children ensuring that all statutory and advisory duties regarding safeguarding are in place and robustly monitored and reviewed
- Create a vigilant safeguarding culture that is embedded into the life of the school, ensuring all staff are appropriately trained and understand their safeguarding roles and responsibilities
- Ensure appropriate checking and vetting procedures are carried out on staff, volunteers and visitors and ensure compliance by partner organisations
- Provide a learning environment where all children feel safe with high standards of behaviour, supported by policies and practices that promote self-esteem, resilience, independence and inclusivity

Secure accountability

- Fulfil commitments arising from contractual accountability to the Local Authority
- Work with the Governing Body to enable it to meet its responsibilities
- Develop the school ethos, which encourages a sense of loyalty, mutual accountability and respect
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to review and evaluation
- Present a coherent, understandable and accurate account of the school's performance to a range of audiences
- Be an excellent communicator and listener, honestly reflecting on the views of others

Strengthen community

- Build positive relationships with the school community, with a focus on equality and inclusivity to help ensure every child can flourish and fulfil their potential
- Ensure that parents/carers and children are well informed about the curriculum, attainment and progress, and develop strategies to encourage their involvement in the drive for school improvement and high achievement for all
- Maintain and promote positive strategies to ensure equality and inclusivity
- Promote positive behaviour and SEND strategies
- Collaborate with other agencies to ensure the academic, spiritual, moral, social and cultural well-being of children and their families
- Develop and maintain effective partnerships with other primary and secondary schools, the Local Authority, other agencies and the wider community to further child welfare and achievement
- Seek opportunities to invite parents and carers, community figures and businesses into the school, to enhance and enrich the school and its value to the wider community
- Contribute to the development of the education system by, for example, working in partnership with other schools

PERSON SPECIFICATION

The person specification below shows the key abilities and skills we are looking for in our Headteacher. The selection panel will shortlist candidates based on how well they meet the requirements of this person specification.

Qualification and experience
<ul style="list-style-type: none">• Qualified teacher status with a graduate level qualification• NPQH or other relevant professional qualification• Proven commitment to professional development in leadership and management• Substantial and successful teaching experience in a primary setting, including nursery• Proven track record of leading school improvement and raising standards
Leadership & Strategic Direction
<ul style="list-style-type: none">• Proven successful leadership at senior level in a primary school as a Headteacher or Deputy Head or equivalent.• An excellent practitioner, experienced across the primary phase, including EYFS, with a clear understanding of what being an outstanding practitioner entails.• Experience of analysing pupil performance information and data to identify trends to inform teaching and learning outcomes.• Experience of developing, implementing and evaluating strategies for raising standards and improving outcomes for all children.• Experience of developing a consistently high quality of teaching and learning through rigorous assessment, monitoring, evaluation and feedback• Experience of developing a differentiated and creative curriculum for children with a diverse range of social, emotional, cultural, intellectual and physical needs.• Experience of successful staff recruitment and selection and in conducting all aspects of staff performance management.• Ability to deliver successful financial planning and budget and resource management.• Ability to innovate and find creative solutions and communicate and implement clear and strategic educational vision and direction, in consultation with all stakeholders, leading by example.• Ability to accurately evaluate the performance of the school and plan effectively for school improvement.• Ability to formulate objectives, policies and plans and monitor, evaluate and review the impact of these.• Ability to create and develop a stimulating environment which promotes good behaviour, independent learning and celebrates success.• Excellent knowledge of the current major curriculum issues and recent educational developments and legislative changes, together with their significance for the leadership of a primary school.• Successful experience of creating and maintaining productive partnerships with children, parents/carers, governors and other stakeholders in the wider community.• Able to demonstrate safeguarding awareness and leadership that ensures robust systems for child welfare and inclusion, with proactive risk management.

Leadership & Management

- Experience working in collaboration with the Governors, understanding how they contribute to the success of the school.
- A track record of success in building teams, leadership and staff development.
- The ability to use appraisal and line management to secure accountability and improve performance.
- Ability and willingness to challenge underperformance thereby improving outcomes.
- Ability to set and achieve challenging targets.
- Ability to provide a culture of leadership opportunities for children, taking account of pupil voice.
- Success in improving attendance and punctuality.
- Experience in creating a culture and environment of outstanding behaviour, creating a calm environment in which every child can thrive.

Other experience and qualities

- Commitment to children's wellbeing and learning being at the centre of all key decision-making.
- Effective personal management style, balancing clear leadership with listening, empathy, warmth and compassion.
- Excellent interpersonal, communication and presentation skills; both oral and written.
- Excellent ICT skills and an understanding of the role of ICT in effective administration, management and teaching and learning.
- Proven suitability to work with children and commitment to safeguarding and promoting the welfare of children.