



Headteacher

Candidate information pack

March 2021



Dear Applicant



28/09/09



As the Chair of the Governing Body, I would like to thank you for requesting an application pack for the post of Headteacher of Beatrix Potter Primary School.

Our current Headteacher has served notice that after 30 years at the school, he intends to retire from education at the end of the summer term (July 2021). As you can imagine, after such a long time, and having seen so many people pass through the school (many of whom have gone on to become parents themselves and have sent their own children to Beatrix Potter), he will leave sizeable shoes to fill. His successes – of which we are all very proud – offer us the opportunity to build on a very strong foundation, and to move forward with confidence into the next phase of the school's development. We are looking for an inspiring and experienced individual, who will relish sustaining and building on our excellent standards and school ethos, whilst having the confidence and determination to instil their own vision through a collaborative approach to leadership.

The school's Governing Body are really excited by this opportunity, and we welcome the chance to meet with people that share our enthusiasm for this role. I would like to tell you a little about our school, which I hope you will find informative.

THE SCHOOL'S VISION

Our current vision is "Excellent Education Transforming Children's Lives". We seek to do this by:

- **Unlocking the potential of every child;**
- **Developing teacher excellence, and;**
- **Nurturing outstanding learning.**

We believe our vision dovetails with:

- **providing a broad and balanced curriculum;**
- **ensuring every child feels safe, and is safe, at school, and;**
- **children with special educational needs and disabilities receive excellent support and reach their potential.**



A rights respecting community which
Unlocks the potential of every child
and nurtures outstanding learning

Enable all girls and boys to achieve their full potential
irrespective of ability, background or ethnic origin

Ensure all staff are highly skilled,
motivated and supported

Strive to close any
gaps in achievement

Aspire to sustain and improve achievement
above national average in all core subjects

Enable us to plan the education of each individual
child to ensure they are motivated, supported and
challenged at all stages of their primary education

Robust monitoring and evaluation to
ensure excellence in all that we do



THE CHILDREN

Beatrix Potter School sits in the heart of Earlsfield, an area of South-West London that has changed considerably in the past decade. Whilst it would be easy to characterise the school (and Earlsfield) as a white, British, middle-class community, in practice, it is increasingly diverse, both in ethnic mix and socio-economic status. Our children are very motivated to learn, are well-behaved, and really appreciate good teaching and extra-curricular activities. They are trusted to perform a number of helping roles and are consulted through the School Council. They are proud that Beatrix Potter School is a Rights Respecting School (Gold Standard). They are happy children and take pride in attending a happy school.

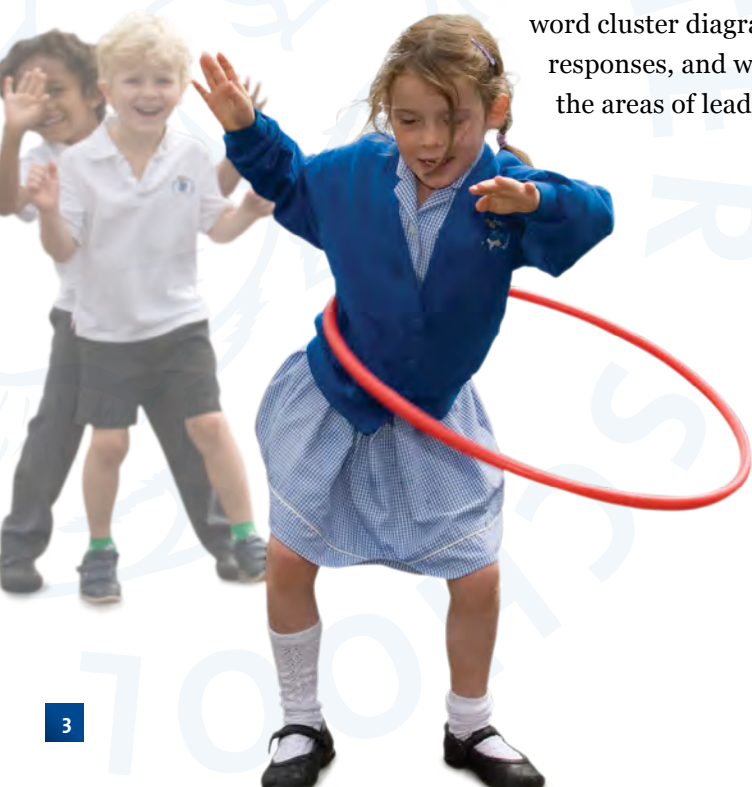
Children in Years 4 and 6 have been consulted on what attributes they would like their new headteacher to have, and Year 4 pupils decided to make their own job advertisements for the role. Their insight made us sit up and take note, as well as to smile in equal measure. It is nothing less than we would expect from our children. You will find examples of their 'job advertisements' through this application pack.



THE STAFF

As recognised by our most recent Ofsted inspection, the school is fortunate to be able to call upon a very experienced team of senior and middle leaders, together with excellent teacher assistants, support staff and site supervisor. The school embodies a collective and committed approach to teaching and learning. Many of the teachers have taught at the school for several years and are complemented by an excellent younger cohort. Collectively, they bring commitment, passion, and dedication, and will provide an excellent bridge for the new headteacher.

As with the children, the Beatrix Potter staff community have provided feedback on what they believe to be important in the appointment of a new headteacher. We have included a word cluster diagram to indicate the frequency of their responses, and which we have had regard to in determining the areas of leadership that we value in our headteacher.





QUALITY OF EDUCATION

A Section 8 Ofsted Inspection in March 2019 concluded that Beatrix Potter School continues to be regarded as 'Good', which follows the same rating from the school's 2014 and 2011 inspections. The Governing Body is cognisant that the affection and pride that the school's community has for Beatrix Potter cannot be defined by Ofsted inspections alone. However, we equally recognise that academic performance and attainment are incredibly important to prospective parents, that education, like all walks of life, is competitive, and that the school should strive to be the best it can possibly be in all areas. The Governing Body is keen to understand from prospective candidates what value they place on securing an Ofsted 'Outstanding' rating, and what challenges that could bring to the cherished ethos and values of Beatrix Potter School.



PARENTS AND CARERS

We have an active and committed parent/carer group, who are fully engaged in the teaching and development of their child. We encourage a partnership between teacher and parent/carer. We have a very high attendance at parent consultation evenings (including virtual events during 2020), regular exchange of information (and feedback) through Parentmail, and I have recently instigated a Chair of Governors Class Forum meeting, the findings of which have been shared with governors and considered within this recruitment process. The school has an open-door policy, and any problems are dealt with swiftly. Equally, we recognise that the thirst for updates from parents places time pressures on teachers. We are keen to explore with candidates what thoughts and ideas they have to optimise the efficiency and impact of communication.





GOVERNING BODY

The new headteacher will benefit from an experienced and supportive governing body who share in the school's vision and its determination to keep the school special, community focused, and academically successful. I would highly recommend a visit to the school to appreciate its true value, albeit we recognise that the pandemic is likely to encroach on such opportunities. Please email me at simon.rhoades@tcnuk.co.uk to arrange a mutually convenient time, as we would be pleased to organise a guided tour of the school. You may also find it useful to visit the school's web site www.beatrixpotterschool.com.

I really look forward to receiving your application and to gaining a sense of your vision for the Headteacher role at Beatrix Potter School.

Yours faithfully,

Simon Rhoades

Chair of Beatrix Potter School Governing Body



Job Description

Post: Head Teacher (September 2021)

School: Beatrix Potter Primary School

Salary: L18b [£72,125] – L24a [£81,461] – Inner London Allowance

MAIN ACTIVITIES OF THE POST

The duties and responsibilities of this post are to be carried out in accordance with the attached provisions of the School Teachers' Pay and Conditions Document and are reflective of the Headteachers' Standards 2020.

MAIN PURPOSE AND SCOPE OF THE POST

- 1) Within the framework of statutory and local requirements, to provide ambitious, dynamic and inspirational leadership, promoting a secure foundation to build upon the school's strengths and high expectations and move the school forward on to new successes.
- 2) To continue to promote the school's current ethos, provide vision, leadership and strategic direction for the school, ensuring that it is managed and organised to meet its aims and targets, formulating policies for their implementation and development and, in association with the Governing Body and collaboration with staff, devise and monitor an agreed development plan.
- 3) To put the pupils and their learning at the heart of every decision made so that all pupils – be they gifted and talented or children with additional needs – achieve their highest standards of progress and attainment. The school will contribute fully to each pupil's educational and personal development – intellectually, physically, socially, culturally, morally and spiritually.
- 4) To be committed to the school's vision for children to participate, learn, enjoy and achieve in a happy, safe, caring, nurturing and inclusive environment, where safeguarding the welfare of all pupils is paramount.
- 5) To ensure that the school provides an environment in which there is equality of opportunity and continued development for pupils and staff in all its activities.

To achieve this purpose eight key areas of leadership are identified:

1. **Strategic direction/ shaping the future**
2. **Leadership and management**
3. **Leading teaching and learning**
4. **Managing the organisation**
5. **Safeguarding and promoting the welfare of children**
6. **Securing accountability**
7. **Strengthening the community**
8. **Other duties**



1. STRATEGIC DIRECTION/SHAPING THE FUTURE

The headteacher will collaborate with the SLT and wider staff, the Governing Body and all relevant stakeholders to continue to develop a shared vision and strategic plan, which will inspire and motivate pupils, staff and all other members of the school community. The clarity, purpose and effectiveness of the school's vision is essential to ensuring the positive, sustainable future of the school.

The headteacher will:

- 1) In agreement with all stakeholders, including the Governing Body, create a shared and strategic vision, identify and keep under review the aims and objectives of the school, formulate policies and plans for their implementation and development.
- 2) Ensure the vision is clearly articulated, shared, understood and acted upon by all.
- 3) Devise and monitor, in close association with the Governing Body and the staff, an agreed improvement plan for the school.
- 4) Apply knowledge and critical understanding of contemporary developments in education policy at local and national level.
- 5) Build and maintain professional high-quality practice throughout the school promoting continuous improvement in the quality of pupil experience.
- 6) Ensure that strategic planning recognises the social, emotional, intellectual and moral aspects of life and takes account of the existing and future diversities that comprise the makeup of the school and wider community.
- 7) Use whole school quality assurance strategies to evidence the need for and effectiveness of change.
- 8) Demonstrate personal commitment to continuous improvement through rigorous self-evaluation and improvement planning.
- 9) Encourage innovation, creativity and flexibility in the change process, enabling collective responsibility to take responsibility for whole school improvement.
- 10) Work collaboratively with the SLT and wider staff to fully understand and recognise the ethos and values of the school and to prioritise change where it can deliver the maximum impact, rather than simply change for change sake.

Head teacher!

listen to others

be strict when needed

organised

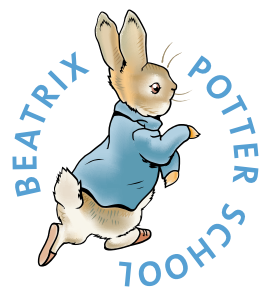
understanding

not afraid of making tough decisions

be able to keep the school under control



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2. LEADERSHIP & MANAGEMENT

The headteacher will lead by example, providing inspiring, clear and purposeful leadership for staff, pupils and the wider school community.

The headteacher will:

- 1) Maintain, promote and develop the ethos and values that underpin the school.
- 2) Ensure that the school remains committed to safeguarding and promoting the welfare of children and young people and ensure that all staff and volunteers share this commitment.
- 3) Demonstrate commitment to the intellectual, [spiritual], physical, moral, social and cultural wellbeing of pupils.
- 4) Oversee progress in all areas of school policy by agreeing performance criteria and monitoring progress towards their achievements.
- 5) Motivate staff and pupils in all areas of the curriculum, including extra-curricular clubs and activities.
- 6) Review learning needs, career development and performance of all staff through appropriate appraisal and performance related processes.
- 7) Recruit, retain and deploy high calibre staff appropriately and manage their workload to achieve the visions and goals of the school.
- 8) Promote and ensure equality of opportunity and fairness in school life, complying with all relevant legislation.

HEAD TEACHER
WANTED
ARE YOU...

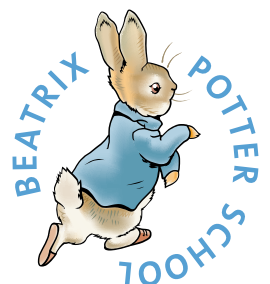


3. LEADING, TEACHING AND LEARNING

Headteachers have a central responsibility for raising the quality of teaching and learning and for pupil's achievement. This requires setting high expectations, monitoring, and evaluating the effectiveness of learning outcomes.

The headteacher will:

- 1) Oversee the implementation and maintenance of a broad and balanced enriching curriculum incorporating the national curriculum, relevant to the academic abilities and needs of all pupils, including gifted and talented and those with special educational needs and disabilities.
- 2) Wherever possible, maintain opportunities for pupils to thrive in other areas, be that sport, arts/drama or other extra-curricular activities.
- 3) Ensure that learning within a supportive, safe, and fun environment is at the heart of everything that is done.
- 4) Inspire and support outstanding practice in learning and teaching, fostering a sustained culture of excellence.
- 5) Enable a consistent and continuous focus on pupils' progress and attainment, being cognisant of data and benchmarks to monitor progress in every child's learning, but additionally, wider school standards of judging outstanding behaviour and performance.
- 6) Working with senior leaders, monitor and evaluate the quality of learning and teaching, promote collaboration and shared learning and development, with a collective commitment to promote progress/improvement strategies.
- 7) Working with senior leaders, review and develop a policy for the professional development and enrichment of all staff, to provide access to advice and training appropriate to the needs of all, and to explore career objectives with a view to retaining the best and most able staff within the school community.
- 8) Working with senior leaders, review and develop an effective assessment, recording and reporting system of pupil progress.
- 9) Implement strategies that secure high standards of behaviour and attendance.
- 10) Promote and encourage creativity and innovation in the use of appropriate technologies to support and enhance children's learning experience and their ownership of it, with a continued focus on high-quality remote/virtual teaching capabilities.
- 11) Encourage creative, responsive and effective approaches to learning and teaching within a safe, supportive environment where all ideas are good ideas.
- 12) Challenge under-performance at all levels, ensuring effective corrective action and appropriate follow-up.
- 13) Demonstrate high expectations and set stretching targets for the whole school.
- 14) Recognise the importance of pupil voice in school ensuring children know to whom they can turn if problems arise with peers and adults and how they can contribute to school improvement.
- 15) Ensure that newly appointed members of staff have appropriate induction and support.
- 16) Delegate appropriate duties of the head teacher to the deputy head teacher and SLT, encouraging their assistance in formulating the school's aims and objectives and establishing policies for their achievement, and in managing staff and resources.

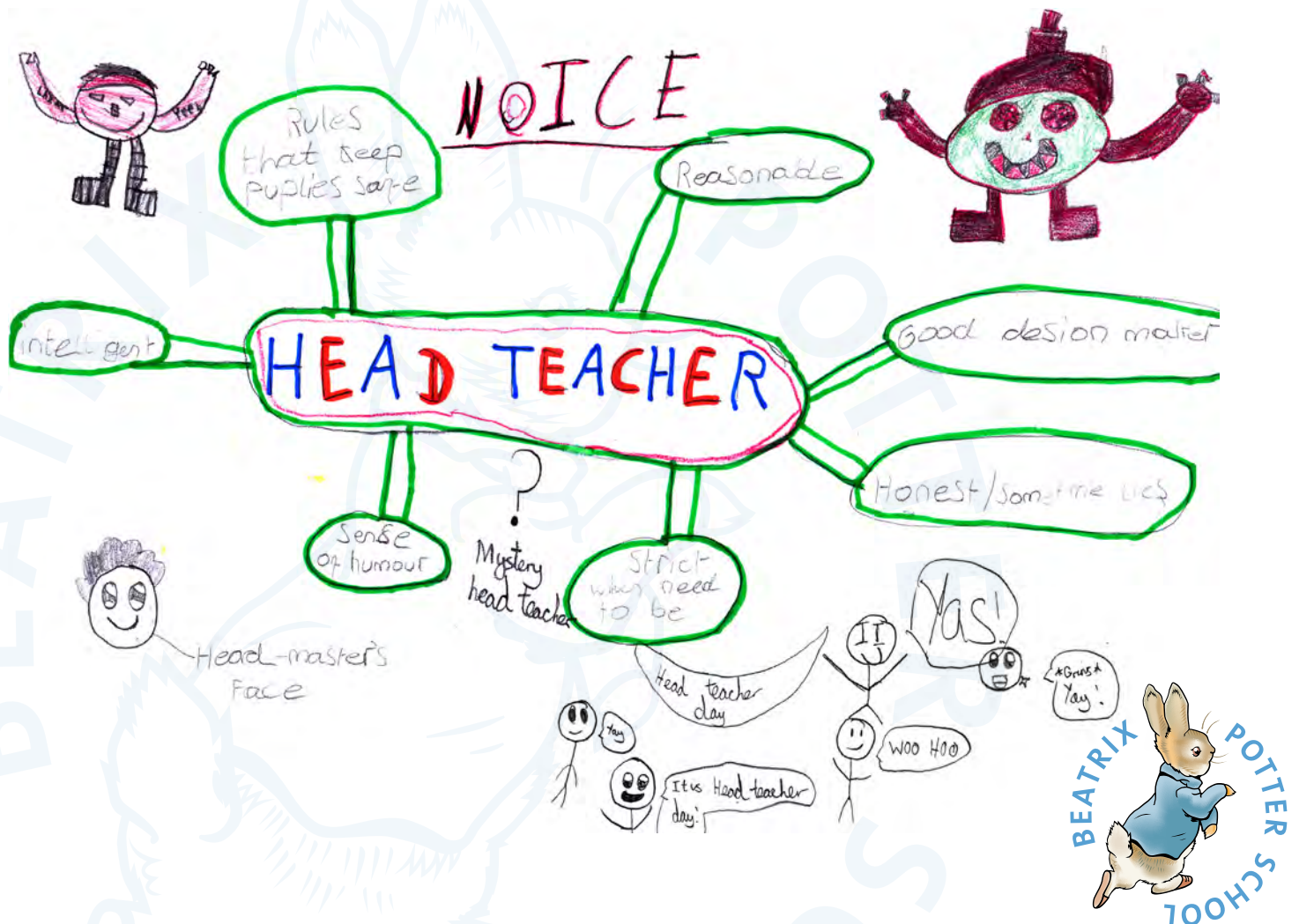


4. MANAGING THE ORGANISATION

Headteachers provide effective organisation and management of the school and seek ways of improving organisational structures and functions. The school should be organised to provide an efficient, effective, equitable, safe and happy learning environment.

The headteacher will:

- 1) Maintain and develop a structure that reflects the school's values and enables the management systems, structures and processes to work both effectively and legally.
- 2) Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities, taking account of national and local circumstances including admissions and mobility and the implications these have on the school's budget.
- 3) Create and implement a Development Plan, underpinned by sound financial planning and budget setting, which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increases teacher effectiveness and secures school improvement.
- 4) Manage the school environment efficiently and effectively, ensuring it meets the needs of the curriculum and health and safety requirements and regulations.
- 5) Monitor and evaluate the performance of the school and its finances and review it with the Governing Body regularly.
- 6) Set and manage school budgets and finances, working with, and subject, to the direction of the Governing Body.
- 7) Give consideration, where appropriate, to working collaboratively with other schools to provide shared services, for example, in sport or drama.



5. SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN

To safeguard and promote the children's welfare the headteacher must:

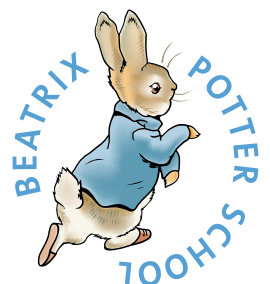
- 1) Understand and support the local education authority safeguarding agenda, and champion and comply with Keeping Children Safe in Education (KCSiE) standards.
- 2) Be conversant with the child protection and safeguarding policies and procedures of both the local education authority and the school, and promote and champion this amongst the school community.
- 3) Ensure all staff are appropriately trained and understand their safeguarding roles and responsibilities.
- 4) To ensure appropriate checking and vetting procedures are carried out on staff, volunteers and visitors and ensure compliance by partner organisations.
- 5) Ensure the risk assessments are quality assured and comply with current and emerging legislation.

6. SECURING ACCOUNTABILITY

Headteachers are accountable to the pupils, parents/ carers, governors and the local authority for the efficiency and effectiveness of the school, thereby promoting collective responsibility within the whole school community.

The headteacher will:

- 1) Fulfil commitments arising from contractual accountability to the Local Authority.
- 2) Further develop and sustain effective relationships with the Governing Body, and the Chair of Governors in particular, to ensure effective governance of the school and the discharge of Governing Body responsibilities
- 3) Collect and use a variety of data to understand the strengths and weaknesses of the school to promote achievement and accountability for pupil learning.
- 4) Combine the outcomes of regular school self-review with external evaluations to develop the school.
- 5) Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to review and evaluation.
- 6) Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences, including parents and carers.
- 7) Integrate the budget plan with school improvement and staff development plans.
- 8) Take full responsibility, as budget holder for financial and resource management, working to ensure that financial regulations are adhered to.

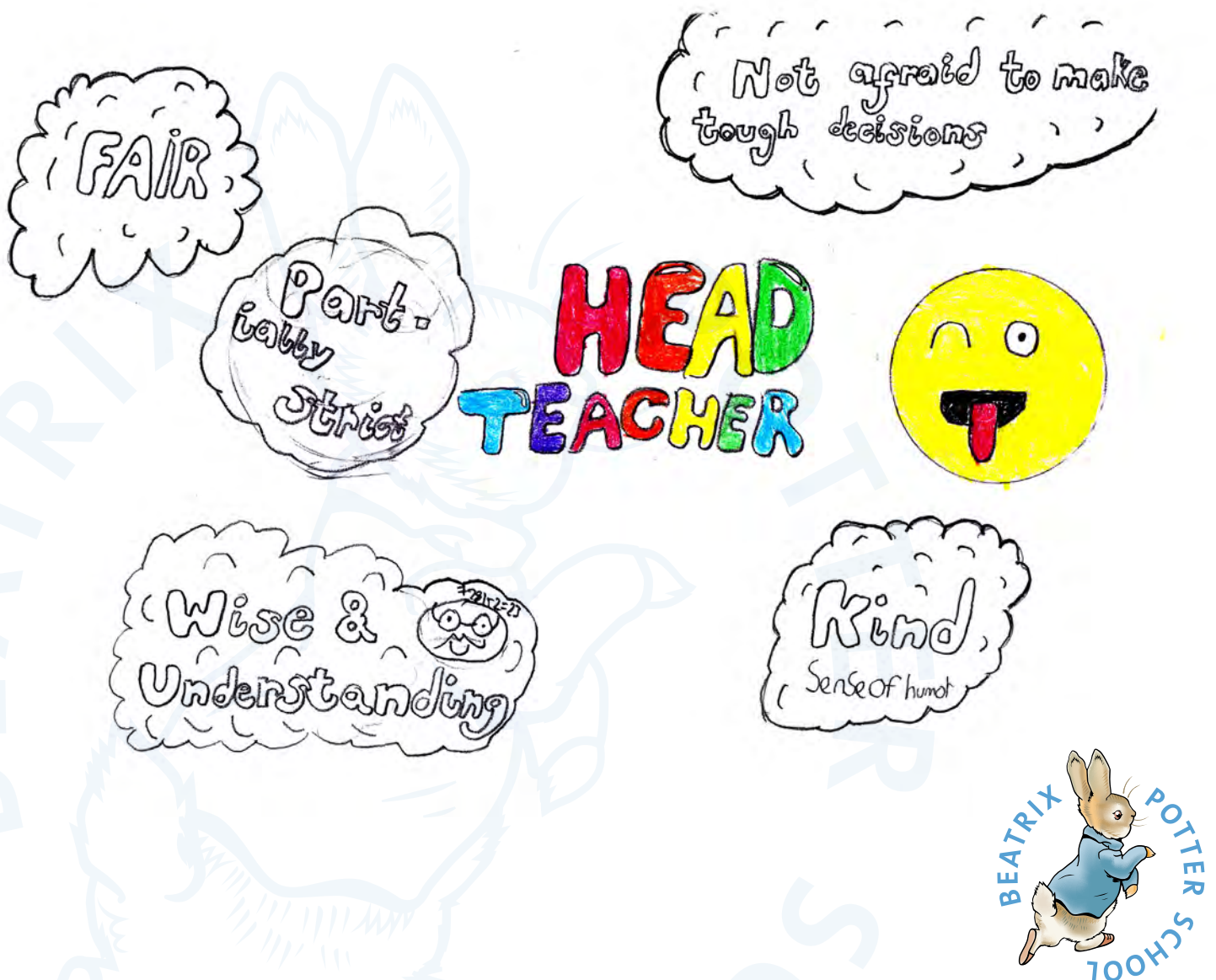


7. STRENGTHENING THE COMMUNITY

Headteachers should collaborate with other schools and organisations to share expertise and bring positive benefits to all.

The headteacher will:

- 1) Create a culture of respect and inclusion and a commitment to the broader community.
- 2) Create and improve effective working relationships with all those involved with the school and community, working proactively to resolve issues arising.
- 3) Ensure that high quality liaison and consultation take place within effective structures, to the benefit of all relevant stakeholders, with particular regard to parents and carers.
- 4) Be a champion for the school within the local community and beyond, and not to be reticent in extolling the virtues of the school and the achievements of its past and present pupils and staff.
- 5) Promote and strengthen the school culture, which takes account of the richness and diversity of the school community.
- 6) Collaborate with other agencies in providing for the academic, moral, social, emotional, spiritual and cultural well-being of pupils and their families.
- 7) Maintain and develop an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

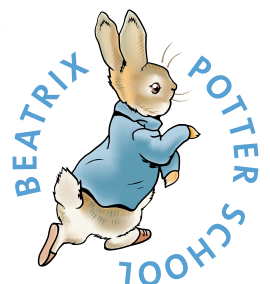


8. OTHER DUTIES

This job description is indicative of the nature and level of responsibility associated with the post. It is not exhaustive and the headteacher may be required to undertake such other duties, commensurate with the post, as deemed by the Governing Body.

The headteacher will:

- 1) Undertake responsibilities related to the school's work which as delegated by the Governing Body.
- 2) Report in appropriate ways to the Governing Body and incorporate its decisions within the development of school policy, meeting legal requirements.
- 3) Ensure the school operates within agreed local education authority and national guidelines.
- 4) Keep up to date with current educational thought and developments by reading and attending in-service activities for professional development and to further good practice.
- 5) Arrange for the deputy headteacher, or other suitable person, to assume responsibility at any time when the headteacher is absent from school.
- 6) Liaise with the appropriate personnel to ensure adequate supervision, security and maintenance of the school buildings and grounds.



Headteacher person specification

SELECTION CRITERIA

The person specification below shows the key abilities and skills we are looking for in our new Headteacher. The selection panel will shortlist candidates based on how well they meet the requirements of this person specification. We are looking for candidates who demonstrate knowledge and understanding of each area and show experience of having applied (or awareness of how to apply) this knowledge and understanding in a school context.

Qualifications	<ul style="list-style-type: none"> ● Qualified teacher status
Experience	<ul style="list-style-type: none"> ● Successful experience as a deputy headteacher, assistant head of school, head of school or headteacher in a primary school
Strategic direction and development of the School	<ul style="list-style-type: none"> ● Ability to provide clear educational vision and direction and lead by example
	<ul style="list-style-type: none"> ● Ability to formulate aims, policies and plans and monitor, evaluate and review the impact of these
	<ul style="list-style-type: none"> ● Successful experience of working in partnership with a governing body
	<ul style="list-style-type: none"> ● Evidence of introducing effective strategies for improvement
	<ul style="list-style-type: none"> ● Up to date knowledge of current educational developments
	<ul style="list-style-type: none"> ● Ability to work in partnership with other schools to share strengths and support development
Leading and managing staff	<ul style="list-style-type: none"> ● Ability to lead, manage, collaborative with and motivate the whole school community
	<ul style="list-style-type: none"> ● Ability to plan, allocate, delegate, support and evaluate work undertaken by groups, teams and individuals
	<ul style="list-style-type: none"> ● Ability to successfully manage staff workload, staff wellbeing and morale
	<ul style="list-style-type: none"> ● Successful experience of leading in service training for staff
	<ul style="list-style-type: none"> ● Experience of consulting and negotiating effectively with different stakeholders involved with the school, including pupils
	<ul style="list-style-type: none"> ● Ability to coach and mentor staff to improve performance and security of decision making
	<ul style="list-style-type: none"> ● Ability to demonstrate a passion for education and learning
Standards	<ul style="list-style-type: none"> ● Evidence of raising standards across a primary school including for individuals and groups of pupils
	<ul style="list-style-type: none"> ● Evidence/Ability to collect, analyse and use data on pupils' progress and performance to raise standards, using appropriate systems including ICT
	<ul style="list-style-type: none"> ● Ability to set and achieve challenging targets for the school, subjects, teachers and pupils

Teaching and learning	<ul style="list-style-type: none"> ● Knowledge and understanding of the principles of effective teaching and learning at Foundation, Key Stage 1 and Key Stage 2, and the ability to promote a culture of learning throughout the school
	<ul style="list-style-type: none"> ● Evidence of successfully engaging children through an exciting and innovative curriculum
	<ul style="list-style-type: none"> ● Evidence of successful use of assessment to improve outcomes for children.
	<ul style="list-style-type: none"> ● Successful experience of monitoring, evaluating and improving the quality of teaching and learning
	<ul style="list-style-type: none"> ● Successful experience of promoting the personal, social, moral, and cultural development of pupils
	<ul style="list-style-type: none"> ● Evidence of successfully implementing a virtual teaching platform
Ethos and inclusion	<ul style="list-style-type: none"> ● Ability to create and maintain an environment, which promotes good behaviour, independent learning and celebrates success
	<ul style="list-style-type: none"> ● Experience of implementing appropriate strategies for reducing inequalities and promoting social inclusion
Relationship with parents and the wider community	<ul style="list-style-type: none"> ● Successful experience of creating and maintaining effective partnerships with parents and the community, to enhance pupils learning.
	<ul style="list-style-type: none"> ● Evidence of implementing a successful and effective engagement programme to keep parents and carers aware of school activity and to extol the virtues and achievements of the staff, pupils and alumni
Deployment of staff and resources	<ul style="list-style-type: none"> ● Ability to set, interpret, monitor and manage a budget
	<ul style="list-style-type: none"> ● Ability to manage, monitor and review the use of all available resources, ensuring best value
	<ul style="list-style-type: none"> ● Experience of recruiting, selecting and deploying staff to achieve improved outcomes for children
Safeguarding and inclusion	<ul style="list-style-type: none"> ● Thorough knowledge of safeguarding legislation and safer working practices
	<ul style="list-style-type: none"> ● Evidence of promoting the welfare and safeguarding of children
	<ul style="list-style-type: none"> ● Evidence of promoting an inclusive environment for all pupils
Other skills and abilities	<ul style="list-style-type: none"> ● Ability to manage time well and work under pressure to deadlines.
	<ul style="list-style-type: none"> ● Ability to form and maintain appropriate professional relationships
	<ul style="list-style-type: none"> ● Effective interpersonal, communication and presentation skills; both written and oral
	<ul style="list-style-type: none"> ● Resilience, flexibility, ability and humour to retain a sense of perspective.

We have a highly attractive recruitment package

REMUNERATION

Salary Range: L18b-L24a £72,125 –£81,461 Inner London Allowance (depending on experience)

Hours of Work: Full Time, School Teachers' Pay and Conditions Document

Annual leave: School Teachers' Pay and Conditions Document

Pensions: Teachers' Pensions Scheme www.teacherspensions.co.uk

Place of Work: Beatrix Potter School

TRAINING

The Wandsworth and Richmond Local Education Authority offers a wide range of training opportunities, which includes specific programmes for senior leaders and Headteachers that are built around the development priorities of schools within the LEA catchment and in liaison with Headteachers.

VALUING DIVERSITY

Beatrix Potter School is committed to recruiting, developing and retaining the most talented people from all backgrounds and valuing the varied skills, experiences and perspectives they can bring. We strive to ensure that applicants are considered solely based on their skills and abilities. We monitor the diversity of applicants and appointments to check that all our employment procedures are fair. We particularly encourage applications from ethnic minorities and disabled people, as they are currently underrepresented in our school. We are a Two Ticks employer and offer guaranteed interviews to ethnic minority applicants and disabled applicants who meet the minimum criteria for this role.



Important information about this role

DISCLOSURE & BARRING SERVICE (DBS) CHECK

Successful applicants will be required to obtain an Enhanced DBS check considered satisfactory by Wandsworth Council. Wandsworth Council is an Equal Opportunities employer and having a criminal record will not necessarily bar you from working with us.

This will depend on the nature of the position and the circumstances and background of your offences. We will not unfairly discriminate against you based on conviction or other details revealed.

However, we are also fully committed to protecting vulnerable people and will fully comply with the DBS code of practice. For a copy of the code, please visit www.homeoffice.gov.uk/dbs or request a copy from Wandsworth and Richmond LEA Human Resources.

Failure to disclose information or providing deliberate false information to gain employment may lead to your dismissal or a withdrawal of an offer of employment.

REHABILITATION OF OFFENDERS ACT

This post is exempt from section 4 (2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.

APPLICATION INFORMATION

For your information, please note the following when completing your application:

- ***Read the job description and person specification carefully***
- ***Complete a supporting statement online as part of the application form, making sure you address each of the criteria indicated in the person specification***
- ***You may prefer to choose the document upload option to attach a Word version of your statement.***

Applicants may only be shortlisted if they indicate in their application that they meet the shortlisting criteria on the Person Specification. Your completed application form and attachments are the only basis for considering your initial suitability for the post.

DISABLED APPLICANTS

Applicants who are disabled and are covered under the Disability Provision of Equality Act 2010 and meet the essential criteria for the role will be invited to the selection process.



RECRUITMENT STAGES

This is to inform you of the proposed recruitment timeline and different stages candidates will follow during this recruitment process.

Closing date Monday 12th April 2021 at 12.00 midnight

Shortlisting – Thursday 15 April 2021

Selection and Interviews – Tuesday 27th April 2021

Applications must be completed via Wandsworth Council website.

We appreciate it is helpful to give candidates adequate notice of assessment and interview dates and it is intended that these will be held on the above dates.



Headteacher Staff Survey





www.beatrixpotterschool.com

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