



Allfarthing School
EXCELLENCE FOR ALL



Allfarthing Primary School
Headteacher recruitment pack
September 2021



Allfarthing Primary School
St Ann's Crescent, Wandsworth
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Dear Applicant

As the Co-Chairs of the Governing Body, we would like to thank you for your interest in the post of Headteacher at Allfarthing Primary School.

Allfarthing is a diverse and thriving community of happy children, motivated teachers and supportive parents and carers. The school's motto 'Excellence for All' permeates through every aspect of school life, both inside and outside the classroom. Our curriculum focuses on the core subjects, whilst ensuring there is still an emphasis on a broad and balanced range of topics and teaching to ensure children are given the opportunity to thrive across a range of subjects. We value all aspects of children's well-being and development and, as such, sport, music, art, drama and PSHE feature strongly in the school week and in extra-curricular activities.

Allfarthing is a two-form entry school with a busy nursery in a purpose-designed building on the school site in Wandsworth. Allfarthing Nursery gives families a chance to be part of the Allfarthing community from an early stage. We hope that many children will be with us to benefit from a complete "Allfarthing" experience from Nursery to Year 6, where they will emerge as confident and well-rounded young people with the ability to flourish at a variety of destinations.

We aim to provide an environment where everyone feels included and respected, and a love of learning is encouraged through high expectations and pride in the achievements of everyone in the school. The successful applicant will need, amongst other things, to:

- be determined in his or her desire for constant improvement in levels of teaching and learning, including embracing new styles of learning which challenge teachers and pupils;
- ensure the curriculum reflects and embraces the diverse community in which Allfarthing sits; and
- understand the opportunities that technology within teaching can bring.

With the help of our senior school leaders, the entire school staff and the support of our diverse Governing Body, we hope our new Headteacher will drive forward continuing improvement to bring Allfarthing from good to outstanding.

Allfarthing offers the right person a wonderful opportunity to bring creativity and invention to a successful and stable school with proven success. We are ready to move to the next stage of our development to become an outstanding school, and welcome applications from leaders with the motivation for that challenge.

If your experience and career aspirations match the opportunity we have at Allfarthing then we would very much like to hear from you. Please come and visit us and we'll be happy to show you our wonderful school.

On behalf of all the Governors, we look forward to meeting you.

Lorraine Wait & James Francis

Co-chairs of Governors



2020-2023

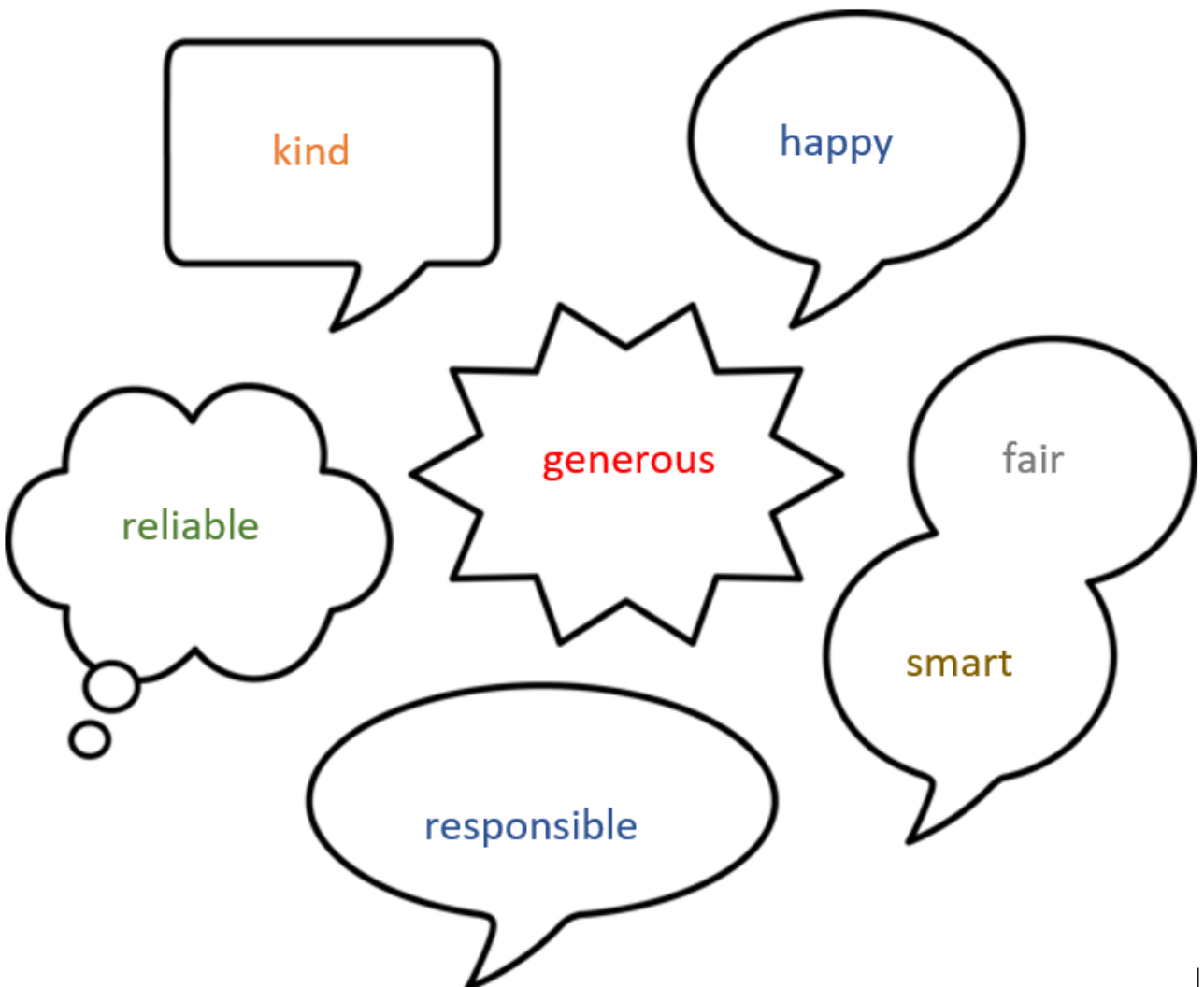


Sustainable Travel
Accredited and Recognised
Sustainable level 2010



We asked the children what they were looking for in their new Headteacher.

They thought the following characteristics were very important:





We also asked the children to complete the answer to the question “What do you want from your new Headteacher?”

Someone who...

...likes sports and enjoys teaching and watching us playing sports



...is energetic and full of life

is approachable and that we can share our problems with

...is passionate about us being successful

...is involved with all the children and visible around the school, rather than being in their office all of the time



...will make good choices for us

...wants us to be creative – we love drama, art and music

...has a good sense of humour

...who will tell us stories about the inspirational figures from around the world



Headteacher Job Description

Main purpose of the job

The Headteacher will have overall responsibility for the organisation, management and conduct of the school, providing leadership and strategic direction as well as ensuring the achievement of the highest possible standards of education for every child at Allfarthing whilst encouraging and supporting pupils social and moral development outside of the classroom.

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document, which should be read in conjunction with this document. This job description is based on the Headteachers' Standards 2020.

1. Shape the future

- Provide ambitious, dynamic and inspirational leadership to continue to develop the school's reputation within the community and build on the good practices already held within the school.
- Challenge already held practices within the school where change will drive improvement.
- Ensure that any decision taken is taken with the pupils' best interests in mind.
- Think strategically, build and communicate the strategic direction, vision, values and priorities of the school.
- Ensure that the vision for the school takes into account the diversity of the school and the community it sits in.
- Ensure that the vision and ambition for improvement is effectively expressed in the School Development Plan and that this is understood, shared and acted upon effectively by all, including the senior leadership team and the Governing Body.
- Work in partnership with staff and governors to ensure that the School Development Plan is regularly monitored, evaluated, reviewed and underpinned by sound financial planning.
- In the short term, continue to promote and enhance the covid-19 recovery plan to ensure that any gaps within the pupils' development are minimised.
- Develop, implement and evaluate the school's policies, practices and procedures.
- Plan and promote school progress towards an Outstanding Ofsted grade.
- Ensure that all aspects of the work and organisation of the school are monitored and evaluated to meet all statutory requirements.

2. Lead teaching and learning

- Ensure a continuous focus on raising and maximising all pupils' achievement.
- Continue to close the attainment gap, using comparative data and local and national benchmarks to evaluate and improve the school's performance.
- Ensure continual and effective assessment of every child's learning and careful monitoring of the progress and achievement of all groups and individual pupils, including Pupil Premium, FSM, SEND, EAL, Gifted and Able children and other groups both inside and outside the classroom.



- Set ambitious targets for the school and demonstrate high expectations.
- Working with the senior leadership team, monitor and develop the quality of teaching throughout the school, building on and developing outstanding teaching and working with all classroom staff to ensure the highest standards of professional practice are achieved and, in doing so, create a sustained culture of excellence.
- Lead, develop and monitor through regular review a rich, broad and diverse curriculum, which provides all pupils, both gifted and talented and those with special educational needs and disabilities, with the core skills they need to succeed at secondary school, that challenges and stimulates their enjoyment and enthusiasm for learning and meets all statutory requirements.
- Encourage teachers to think creatively and push boundaries to enhance all pupils' learning experience and their ownership of it.
- Develop effective action plans to monitor and deal with under performance.
- Develop and enhance the virtual teaching programme to ensure all staff are aware of their roles in any future covid-19 lockdown scenarios or equivalent.
- Develop and improve a broad range of activities, which include sports, music, other arts as well as extra-curricular activities to ensure that pupils may thrive in areas outside of the classroom.
- Develop methods to successfully engage parents in the progress of their children's academic achievements at school.
- Maintain and develop links with parents, other schools, educational establishments and the wider community in order to enhance teaching and learning and pupils' personal development.
- Demonstrate a commitment to the continuation of best practices in Oracy reflecting on best practice and a collaborative lesson study approach.

3. Pupils

- Identify and provide for each child's individual needs, ensuring equality of access to a broad and rich education for all pupils.
- Ensure the highest standards of achievement for children at all levels of ability through showing high expectations, encouraging high aspirations and providing a curriculum designed to challenge and stimulate.
- Make informed and decisive interventions on behalf of the school's SEND, EAL and FSM pupils.
- Ensure that the additional finance for Pupil Premium pupils is effectively used and managed to ensure best outcomes and value for money.
- Set and consistently uphold high expectations of behaviour and attendance, supported by the current school policies and practices that promote self-discipline, self-esteem and responsibility.
- Encourage confidence and independent learning in all pupils, including providing opportunities for self-expression and "pupil voice" and encouraging initiatives that promote self-reliance.
- Ensure that all staff are vigilant and proactive in ensuring that all pupils feel safe and safeguarding concerns are identified and addressed effectively in accordance with the established safeguarding policy.
- Understand and support the local education authority safeguarding agenda and promote and comply with Keeping Children Safe in Education (KCSIE) standards.
- Ensure that all staff are appropriately trained and understand their safeguarding roles and responsibilities.



4. Develop self and work with others

- Support, challenge and appraise the work of all staff through the implementation of effective strategies and procedures for recruitment, induction, professional development and performance review.
- Ensure that staff have opportunities to develop professionally and receive access to appropriate professional development and training.
- 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.
- Delegate appropriate duties to the deputy head teacher and senior leadership team to foster a strong team dynamic and ensure engagement and buy-in to the school vision.

5. Manage the organisation

- In partnership with the Governing Body, set appropriate priorities for expenditure within a balanced budget, and ensure effective and efficient financial and administrative control in order to achieve the school's educational priorities and goals, and provide value for money.
- Ensure the budget is managed effectively within a strong framework of financial control which meets SFVS requirements and provide timely and appropriate financial reporting to the Finance Committee and other stakeholders as required.
- Produce and implement clear, evidence-based school self-evaluation and improvement plans and policies for the development of the school and its facilities.
- Recruit, retain and deploy staff appropriately, and manage their workloads in order to achieve the school's educational priorities and goals.
- Maintain effective systems for safeguarding all pupils, working with external agencies as required.
- Manage and organise the school environment efficiently to ensure that it supports the achievement, safety and wellbeing of all children and adults at the Allfarthing school site and meets all health and safety regulations.
- Ensure good order and discipline amongst pupils, staff, and parents and promote harmonious working relationships within the school.

6. Secure accountability

- Organise and deploy resources effectively within the school to ensure they impact on learning and attainment.
- Ensure that individual staff accountabilities are clearly defined, understood and agreed and are subject to review and evaluation.
- Promote a culture of effective self-evaluation among teams and individuals so that all staff recognise that they are accountable for the success of the school.
- Provide data analysis, information and advice to the Governing Body, including internal and external evaluations of the school, which will enable it to meet its responsibilities for securing effective teaching and learning, together with improved standards of achievement and value for money, and for ensuring that the school meets its statutory responsibilities.
- Ensure the provision of a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, governors, the LA, the local community and Ofsted.



- Maintain relationships with organisations representing teachers and other members of the school's workforce. Lead and manage the school's workforce with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.
- Take full responsibility, as budget holder, for financial and resource management, working to ensure that finance regulations are adhered to.

7. Professional Development

- Promote the participation of staff in relevant continuing professional development.
- Participate in arrangements for the appraisal and review of their own performance, and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- 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.

8. Communication and community

- Build parental involvement so families are involved in pupils' learning, feel welcome and are encouraged to make positive contributions to school life.
- Ensure that parents and pupils are well informed about the curriculum, attainment and progress, and develop strategies to encourage their involvement in their child's well-being, progress and attainment.
- Ensure that governors are well informed about the curriculum, attainment and progress, and develop strategies to ensure that they are able to carry out their responsibilities effectively to support their involvement in the drive for school improvement and high achievement for all.
- Promote positive strategies and maintain a zero tolerance for prejudice and dealing with harassment.
- Collaborate with other agencies to ensure the academic, spiritual, moral, social and cultural wellbeing of pupils and their families.
- Develop and strengthen effective partnerships with other primary and secondary schools to further pupil welfare and achievement.
- Maintain a harmonious, productive and mutually beneficial relationship within the school and community.
- Ensure the school culture reflects the richness and diversity of the whole school community.
- Be a champion of, and raise the profile of, the school in the community.



Headteacher Person Specification

Qualifications and training

- Qualified teacher status (QTS)
- National Professional Qualification for Headship (NPQH) or a commitment to work towards this qualification
- Evidence of relevant professional development

Experience

You will have successful experience of:

- Being a Headteacher, Deputy or Assistant Headteacher in a primary school rated 'good' or 'outstanding' and working in a variety of diverse settings, providing for educational needs across all groups;
- Contributing to or leading school improvement and raising standards through an effective and ambitious school development plan;
- Developing a school culture and environment which puts the children at the heart of the school, promotes good behaviour, independent learning and celebrates the success of all pupils across ability ranges;
- Implementing a virtual teaching platform;
- Setting challenging targets for the school, subjects, teachers, staff and pupils;
- Utilising and introducing new technologies to support learning and teaching;
- Recruiting new staff and selecting and deploying staff to achieve improved outcomes for children;
- Dealing with under performance of staff and implementing procedures to address this;
- Implementing appropriate strategies to reduce the gap between those most able pupils and those with lower abilities whilst pushing the most able pupils to strive for excellence;
- Strategic responsibilities in school leadership and management;
- Implementing and evaluating a variety of whole-school initiatives, which may include curriculum development and be able to demonstrate specific impact and successes;
- Coordinating and providing professional development for teachers and support staff, linked to the school's priorities, within an appropriate budget;
- Personnel management, including staff performance management and professional development, and finance management and school accounting procedures;
- Using a team approach to leadership and management;
- Engaging parents effectively and communicating with the wider school community;
- Taking responsibility for the development of non-teaching staff; and
- Implementing effective safeguarding procedures and ensuring a safe and supporting school culture for children and staff.



Knowledge and understanding

You should have knowledge and understanding of:

- The role of the leadership group within the school;
- What constitutes good and better teaching across the school, and deploying effective strategies to secure and sustain improvements;
- The principles and practice of child development and education in Early Years and Key Stages 1 and 2;
- Curriculum management, including the statutory requirements of the Early Years Foundation Stage and the National Curriculum for Key Stages 1 and 2;
- The assessment, recording and reporting of pupils' progress and achievements in the context of both the broader curriculum and the statutory requirements of the National Curriculum;
- The school's role in meeting the needs of all pupils, including those with Special Educational Needs, the disadvantaged and the most able;
- The Ofsted Inspection Framework and process;
- Effective strategies for school self-evaluation and the role of data, especially pupil achievement data, in this process;
- Whole-school issues and their implications for financial management;
- The principles and practice of community education and parental involvement in establishing a shared set of aims, objectives and values for the school;
- The opportunities for serving a multicultural community, and the issues involved;
- School accounting procedures and best-value principles;
- The importance of broadening opportunities for all pupils, including SEND and disadvantaged children, to enable them to fulfil their potential; and
- Safeguarding legislation and safer working practices.

Skills

You will be able to demonstrate the ability to:

- Lead the whole school community by example, setting high personal standards of performance and behaviour through team work, distributed leadership and professional reflection;
- Create a clear educational and pastoral vision for the school which you will embody;
- Set, interpret, monitor and manage a financial budget;
- Consult and negotiate effectively with different stakeholders involved with the school, including the governing body, pupils and parents;
- Manage change to enhance and raise standards;
- Listen and respond appropriately (both orally and in writing) to adults and children, to enhance working relationships;
- Harness the involvement of staff, governors and parents in the process of establishing a clear and shared set of aims, objectives and values for the school;
- Support the work of colleagues and promote staff development, with an understanding of its relationship to performance management;
- Manage children's emotional needs effectively and compassionately, and handle sensitive issues tactfully;
- Display a range of leadership styles;
- Demonstrate a strong commitment to ensuring equality of opportunity; and
- Take a positive approach to behaviour management.



Personal qualities

- Ability to lead, inspire and empower staff throughout the School.
- Strong compelling communication and presentational skills.
- Enthusiasm, dedication, empathy, resilience and ability to retain a sense of perspective.
- Passionate commitment to children's achievement, growth, wellbeing and equality.
- Passionate commitment to staff achievement, growth, wellbeing and equality.
- High aspirations and commitment to excellence for all pupils and staff.
- Ability to develop and maintain good relationships with parents and staff from diverse backgrounds, with governors, the LA and across the wider community.
- Ability to manage change and work under pressure.





Recruitment & Selection Process

The Governors strongly encourage all interested applicants to visit our school to see our school community immersed in school life, and to see our wonderful facilities, amenities and outdoor spaces.

If you would like to arrange for a visit, please contact Debbie Tyson-Gooden at sbm@allfarthing.wandsworth.sch.uk. School visits will be conducted in accordance with Covid-19 safety requirements.

An information pack, including a Job Description and Person Specification can be downloaded from the Wandsworth Council website <https://jobs.richmondandwandsworth.gov.uk/>

Alternatively, please contact Brittony Rellis, Acting Senior HR Officer, on 020 8871 8230 or email: csschools@richmondandwandsworth.gov.uk to receive an application pack or with enquiries regarding the application process.

Completed applications should be submitted to: csschools@richmondandwandsworth.gov.uk, please call and confirm the receipt of your application.

Closing date: Sunday 3rd October 2021 (at midnight)

Shortlisted candidates will be notified on Thursday 7th October 2021

Selection & Interviews: Wednesday 13th October 2021

Allfarthing Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

An enhanced DBS check is required for all successful applicants along with relevant

Safer Recruitment

The role of Headteacher is a key strategic one in relation to Safeguarding (see the detail in our Job Description and Person Specification). Evidence of commitment to and experience of leading safeguarding will be sought at both the application and the interview stages. The successful candidate will be subject to Enhanced DBS Check with barred list information as part of the vetting process for this role. You can read all the school's policies on our website including our Child Protection, Safeguarding & Child Abuse Policy.



Useful links

www.allfarthing.org.uk

<https://www.theparliamentaryreview.co.uk/organisations/allfarthing-primary-school>

<https://www.compare-school-performance.service.gov.uk/school/100996/allfarthing-primary-school/primary>

twitter.com/allfarthingsch



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