

DORMERS WELLS PRIMARY SCHOOL
ASSISTANT HEADTEACHER
RECRUITMENT PACK



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CANDIDATE LETTER

Thank you for your interest in the Assistant Headteacher position at Dormers Wells Primary School. We are excited to invite applications for this key leadership role at our school, with the vision to share in the leadership, continued development and improvement of our ambitious school. We are looking for a passionate, inspirational and reflective individual, to join our dedicated team.

Dormers Wells Primary School is a mixed community primary school in the London Borough of Ealing, deeply committed to serving our locality. Our pupils are at the heart of all we do. We strive to embody the core values of resilience, self-belief, high aspiration and integrity in all aspects of school life. Our pupils and staff take immense pride in their school, and visitors often comment on the warm, friendly, and high-achieving atmosphere we foster. HMI Inspector 2022; “this school belongs to the children”. Our students’ exemplary behaviour and positive attitudes, reflect the nurturing and purposeful environment we’ve cultivated.

Our vision is to empower our pupils to achieve their full potential and to acquire the concepts, knowledge, skills and attitudes that will equip them for life in a fast-changing world. We hold very high expectations for the achievement of all pupils. This was validated in our most recent Ofsted report, which judged the school to be securely Good, with ‘Outstanding’ Behaviour and Attitudes and Personal Development. However, we believe that the true measure of a school’s success lies not just in its facilities or resources, but in the strength and effectiveness of the whole school community.

As Ofsted noted in 2022, “Pupils are extremely proud of their school. They are happy and safe. Leaders value their views and take them seriously. Leaders have high expectations for all pupils. They rise to the challenges set and meet leaders’ expectations consistently well”. Our curriculum is designed to inspire, stimulate and challenge our pupils; Leaders are ambitious for all and have designed a curriculum that helps pupils achieve their potential.” We are proud of the exceptional progress our students make; for example, our school is in the top 5% nationally for progress in Reading, Writing and Maths, from Key Stage 1 to Key Stage 2. Our approach fosters a growth mindset, supported by a broad and balanced curriculum, that supports spiritual, moral, social and cultural development and allows pupils to make accelerated progress.

Our staff members are dedicated professionals with a genuine interest in the well-being and development of each pupil. We work in close partnership with parents, to ensure that the needs of every child are met and they flourish, academically, socially and personally. As Ofsted stated, Teachers adapt learning so all pupils achieve well. Pupils have excellent attitudes towards their learning. They expressed excitement when asked if they enjoy their lessons”.

At Dormers Wells Primary School, we have made professional development for all a priority. Our extensive training programme is built from our collaborative staff culture, with a shared language and framework for delivering outstanding teaching and learning. We also work in close partnership with Dormers Wells High, as part of the Dormers Wells Learning Trust (DWLT).

We invite you to explore our website for a glimpse of the enjoyable and stimulating learning experiences and achievements of our pupils. However, we encourage you to visit us in person, where you will be greeted by articulate, friendly and courteous children, alongside a highly skilled and welcoming staff team. From the moment you step through our doors, you will recognise that Dormers Wells Primary School is a truly special place— its family ethos; an environment of excellence in both education and personal development.

If you share our passion for education and are ready to contribute to the next stage of our journey, we would love to hear from you. Further details of the role, including the job description and person specification, can also be found on our website.

We look forward to your application and the possibility of welcoming you to our diverse community.

Yours faithfully,

Toni George
Headteacher of Dormers Wells Primary School



APPLICATION PROCESS

Assistant Headteacher (Achievement)

Required for September 2026

Salary: Inner London Leadership L8 £71,327 to L12 £77,691

Application Process

How to Apply

All applicants must complete the application form, downloadable from the school website www.dwps.co.uk. CVs will not be accepted.

Visits to the school will take place on Thursday 5th or Friday 6th or Monday 9th March 2026. These can be arranged by contacting Rachel Mahoney on rmahoney@dwps.co.uk or by telephone 0208 566 6446 ext. 314.

Completed applications should be emailed to rmahoney@dwps.co.uk by 9.00am Monday 16th March 2026.

Guidance notes on completing the supporting statement

A shortlist will be drawn up on the basis of the application form and supporting statement only. Candidates should pay particular attention to the Person Specification and address the highlighted criteria in a numbered format giving examples of recent experience and evidence.

For each of the highlighted criteria briefly outline:

- Your role at the time
- The action you took and the skills that you used
- The outcome and impact of your actions

Please also add a concluding section outlining how you believe that your educational philosophy has prepared you for the role of Assistant Headteacher at Dormers Wells Primary School.

Recruitment timeline

School visits: By appointment on Thursday 5th or Friday 6th or Monday 9th March 2026

Closing date: Monday 16th March 2026 at 9.00am

Shortlisting: Monday 16th March 2026

Interview date: Friday 20th March 2026

The school is committed to safeguarding children and expects all staff and volunteers to share this commitment. The school follows safe recruitment practices to protect children and vulnerable adults.

Successful applicants will be required to apply for an enhanced disclosure from the DBS. Further information can be found at <https://www.gov.uk/disclosure-barring-service-check>

The school reserves the right to research shortlisted candidates on social media platforms and the internet, and the recruitment panel may take this information into consideration during the recruitment process.

JOB DESCRIPTION

Assistant Headteacher (Achievement) Job Description

GENERAL DUTIES

It is envisaged that over a period of time senior leadership responsibilities will be rotated between the Assistant Heads and other members of the Leadership Team. This is in order that all colleagues are equipped to gain promotion to a Headship through experience of a range of responsibilities. At present, however, the following will represent the principal responsibilities of the post holder, under the direction of the Headteacher.

Post: Assistant Headteacher (Achievement)

Salary Range: Leadership 8 to 12 **Supervisory Responsibility: None**

Line Manager: Headteacher **Hours: Full time, term time**

The postholder will out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document including the conditions of employment for assistant headteachers and with DWLT' policies.

MAIN PURPOSE OF THE JOB

1. Under the direction of the Headteacher and as part of the Senior Leadership Team to play a major role in the leadership and development of the school.
2. Take the lead in oversight of an agreed Curriculum area/s
3. Full strategic leadership and accountability, for of all aspects of assessment and reporting arrangements, pupil achievement, across the school from EYFS to KS2; Data/Results Analysis and relevant Target Setting.
4. Liaison with the Deputy Head, on the strategic leadership of curriculum development.
5. 0.5 teaching responsibilities

DUTIES AND RESPONSIBILITIES

Assessment and whole school development

1. Support the vision, ethos and policies of the school and promote high levels of achievement throughout the school
2. Actively support the Headteacher, Deputy Headteacher and staff in the promotion and achievement of the aims and objectives of the school
3. To take a leading role in raising standards, improving quality of teaching and staff development.
4. In partnership with the Headteacher and Deputy Headteacher, monitor the quality of teaching and children's progress and attainment
5. Regularly monitor pupil progress against school, subject and individual targets.
6. Lead target setting process and predictions based on prior attainment, with the Headteacher; Monitor the school's overall progress towards meeting its targets in all Key Stages.
7. To support the Headteacher and Deputy Headteacher to manage the day to day organisation of the school, through strategic planning and the formulation of policy and delivery of the National Curriculum
8. To support the Headteacher and Deputy Headteacher in performance management of staff
9. Report to the Headteacher, Executive Headteacher, Governors and Trustees as appropriate
10. Share in an overview of the curriculum across the primary range to support and complement the skills and expertise of the Deputy Headteacher.
11. Lead aspects of learning throughout the school, developing and employing assessment strategies and data analysis, including assessment for learning, employing inclusive practices to meet the needs of all learners.
12. Oversee the efficiency of the School assessment systems, including the school's Assessment & Feedback Policy; its monitoring, review and evaluation
13. Analyse pupil data on performance: identify target groups, lead and manage intervention strategies; liaise with Lead Teachers; produce regular updates for the Headteacher and Senior Leadership Team.
14. Implement new approaches in the use of data and targets to inform planning and raise standards.

TEACHING AND LEARNING

Under the direction of the headteacher:

1. As part of SLT, lead planning, implementing and evaluating a broad and balanced curriculum
2. Identify and share best practice across the school
3. To model and team teach alongside colleagues to develop highly effective practice, such as effective interactive teaching, modelling new concepts, classroom management, discipline
4. Model positive behaviour management

JOB DESCRIPTION

5. To undertake regular assemblies
6. To monitor all aspects of the curriculum with the Headteacher, Deputy Headteacher and SLT.
7. To undertake some teaching of whole classes (such as a class/PPA cover/sets).
8. Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community

STAFF MANAGEMENT AND DEVELOPMENT

1. To line manage agreed staff.
2. To lead or assist in the recruitment, selection, induction and development of staff
3. As a member of the Leadership Team, share whole school responsibility for the wellbeing of pupils and staff
4. Ensure staff are well informed of all aspects of school life in order to promote good communication and high morale
5. Where appropriate, to lead INSET for teachers and support staff, or to source appropriate external contributors to INSET
6. Encourage the practice of working as a team.
7. To demonstrate a commitment to your own continuing professional development and that of all staff
8. To be involved in assessing the professional development needs of staff

LEADERSHIP RESPONSIBILITIES

1. To be actively involved in the ongoing School Development Plan and arrangements for its evaluation in terms of its effect on school improvement and raising standards
2. To work in partnership with the Headteacher, Deputy Headteacher and SLT in developing appropriate management structures in the school
3. To attend Local Governing Body meetings, as appropriate, and to work in collaboration with the Local Governing Body
4. To play a full part in developing further and enhancing relationships between the school, parents, external agencies and the local community
5. To lead on Additional provision for targeted groups, manage staffing, quality control and ensure it remains within budget.

ADMINISTRATIVE RESPONSIBILITIES

1. Be aware of and respond appropriately to any health and safety, Child Protection and Safeguarding issues raised by staff, children or families
2. Ensure that you remain up to date on developments and issues with regard to the management and curriculum of the primary school

ADDITIONAL RESPONSIBILITIES

1. Take responsibility for safeguarding the welfare of all children you are responsible for or come in to contact with including reporting any child protection issues or concerns to the school's Designated Safeguarding Lead.
2. Comply with DWLT and school policies and contribute to their evaluation and development.
3. Contribute to the overall ethos, aims, and work of DWLT and its schools.
4. Keep abreast of current legislation and developments relating to your area of work.
5. Proactively seek and participate in professional development, training and other learning activities.
6. Participate in performance management processes.
7. Be a positive role model.
8. Attend and participate in team, department, school or DWLT meetings as appropriate.
9. Actively contribute to the school and DWLT self-evaluation processes and development of future improvement plans.
10. Carry out such particular duties as the Headteacher may reasonably direct from time to time.

NOTE

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

PERSON SPECIFICATION

Assistant Headteacher (Achievement) Person Specification

In your application, you only need to address those aspects of the person specification which are highlighted in bold and italic. These and the other aspects of the person specification will be addressed further in the assessment and interview process.

E: Essential D: Desirable A: Application I: Interview T: Task

Post Held: Assistant Headteacher (Achievement)

Salary Scale: Leadership 8 to 12

Qualifications and experience

1. Graduate level qualification or equivalent and a NPQ qualification or equivalent
2. Qualified teacher status or recognised equivalent
3. Recent experience of working successfully as an effective team leader or senior leader in a primary school.
4. Evidence of major whole school responsibilities and experience of turning policy into effective and successful practice.
5. Leadership of a significant area or phase or inclusion including responsibility for raising standards across the whole school.
6. A clear understanding of the essential qualities necessary for effective teaching and learning.
7. Up to date knowledge of statutory regulations and guidance relating to the post.
8. Evidence of initiative taken

Professional Knowledge

Can demonstrate the ability to:

1. A clear understanding of the essential qualities necessary for effective teaching and learning.
2. Analyse data, to evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for whole school improvement.
3. Up to date knowledge relating to the post including Ofsted and assessment.
4. Develop and review whole school systems to ensure robust evaluation of school performance and actions to secure improvements.
5. Lead and manage a school team/s to successfully achieve agreed goals.
6. Be an effective team player that works collaboratively and effectively with others.
7. Develop and deliver effective and inspirational professional development for staff (including mentoring and coaching as appropriate).
8. Communicate effectively to a wide range of different audiences (verbal, written, using ICT as appropriate).
9. Demonstrate high quality teaching strategies.
10. Support, motivate and inspire both colleagues and pupils by leading through example.
11. Contribute effectively to the work of the headteacher and senior leadership team.
12. Deal successfully with situations that may include tackling difficult situations and conflict resolution.
13. Work successfully with a range of external agencies.

PERSON SPECIFICATION

Skills

- Able to identify children's needs and act upon them in order to raise standards and to guide staff in their support of pupils with identified additional needs.
- Able to effectively manage children's behaviour in a positive way and to promote good relationships and good behaviour.
- Able to work as part of the senior leadership team and take responsibility
- Able to liaise effectively with agencies, build good working relationships and rapport with colleagues.
- Able to produce careful, accurate, positive and well written reports, policies, guidance, letters and memos.
- Able to read and use data and to use a range of sources of evidence to make judgements and identify next steps (e.g. Data, Lesson Observations, work samples and other information).
- Confident in use of ICT as a teaching, learning, communication and administrative tool.

Personal qualities

- Relates well to children
- Be dependable, reliable, positive and resilient with drive, loyalty, integrity, flexibility
- Highly developed interpersonal skills – able to talk effectively to children, parents, governors, external professionals and colleagues.
- Able to work independently and as part of a team demonstrative high levels of autonomy and initiative whilst being accountable
- Proven leadership qualities to motivate and inspire others
- Embraces change well
- Deals with difficult situations effectively
- A commitment to inclusion and well being
- Able to develop effective working relationships with all external partners
- Willing to take part in extracurricular activities

Commitment

Demonstrate a commitment to:

- equalities
- promoting the school's vision and ethos
- high quality, stimulating learning environment
- relating positively to and showing respect for all members of the school and wider community
- ongoing relevant professional self-development
- safeguarding and child protection

To Whom Responsible: Headteacher

Please note that appointment is subject to an enhanced disclosure from the DBS.

WHAT CAN WE OFFER YOU

- Friendly and supportive environment
- Vibrant, mixed staff
- Outstanding leadership of teaching and learning
- Well behaved children who love inspirational teaching
- Certified CPD course programmes with access to a wide variety of training and qualifications
- Competitive salaries and pay progression
- An impressive wellbeing package, including access to physiotherapy services, counselling services, flu vaccinations, nursing support, financial wellbeing coaching, menopause support services,
- Access to 24/7 GP Service
- Counselling services including CBT, emotional support and face to face sessions
- Access to a personal healthcare cash plan
- Virtual resources including nutritional advice, fitness programmes, online health assessment
- Cycle to Work Scheme
- Staff wellbeing committee
- Staff events and socials



CONTINUING PROFESSIONAL DEVELOPMENT

The professional development of all our staff is a key priority to ensure that every member of staff at DWP can perform at the highest level. This in turn ensures our pupils have an outstanding learning and enrichment experience.

As a school we believe it is fundamental to project the whole school as a learning community, in order to achieve an ethos of challenge and support. As a community of learners, we have a fundamental duty to ensure everyone associated with the school sees themselves as a lifelong learner.

Our CPD programme is designed to improve standards by challenging thinking, promoting deep reflection, support collaboration and transform outcomes for all. At Dormers Wells, we are dedicated to developing future leaders, building expertise and developing a culture of professional growth. It covers a generous allocation of time for training and is in many forms:

- Time for curriculum Leads to focus on subject specific pedagogy.
- Professional Growth sessions; where staff opt into a theme (evidence-based research) of their choice, which is linked to a school priority, using an AI coaching tool
- Professional Development; staff are given full support to undertake NPQ (National Professional Qualifications) and have opportunities to share their learning
- Coaching and mentoring; to support all staff new to a role and to ensure a strong ethos of reflective practice.
- External courses; there is a generous budget to support staff access to a wide range of high quality specialist external courses and this applies to both our teaching and support staff.
- Access is also given to borough wide training (ELP-Ealing Learning Partnership).
- External speakers; as part of a diverse CPD programme, at times we invite external speakers to share their areas of expertise, such as recently on 'Challenging disproportionality' and 'Race Equality in the curriculum'.



OUR SCHOOL

VISION AND VALUES

We understand the true value of Education, as a lifelong process.

We aim to help the children to achieve their full potential and to acquire the concepts, knowledge, skills and attitudes that will equip them for life in a fast-changing world.

We will inspire a love of learning and unlock the potential that lies within all our children, preparing them to be happy, successful and responsible global citizens in the future.

As a UNICEF RIGHTS RESPECTING SCHOOL, our values are aligned with the UNICEF Charter of the Rights of the Child.

The children will be provided with enjoyable and stimulating learning experiences, in a secure and caring environment where each individual is valued and respected. We aim to provide each child with opportunities to experience success and achievement and to develop a positive self-image.

We strive to educate all our learners so that they, " BELIEVE, ASPIRE and FLOURISH together".

Our Values:

Diversity- we celebrate our differences

Opportunity- we offer a broad, balanced curriculum and enrichment opportunities

Resilience- we don't give up, even when things are hard

Moral Values- we teach children how to live well and to do the right thing

Empathy- we understand the feelings of others and support each other

Respect- we treat others as we would like to be treated

Self-belief- we instil confidence, trust in ourselves and try new things and have

Scan the QR code below to listen to our Head Boy and Head Girl talking about our school.



FACILITIES

Dormers Wells Primary School offer a wide range of facilities; indoors and outdoors.

- A purpose-built dance studio
- Two assembly halls and a stage with lighting and curtains
- A large, modern dining hall
- Designated music room and pianos
- A Computing suite with over 30 computer stations for pupil use, three trolleys of Chromebooks, laptops and tablets including iPads.
- Classrooms fitted with interactive Whiteboards (IWBs)
- A millennium garden for Forest School use
- A horticulture zone (edible garden)
- On site outdoor multi-sport field
- Multi use games area (MUGA)
- An iconic London Learning Bus
- A large, beautiful staff garden
- Preferential access to Dormers Wells Leisure Centre



CURRICULUM

WHOLE SCHOOL CURRICULUM INTENT

At Dormers Wells Primary School, our aim and vision for our curriculum design is to provide a subject specific curriculum that is enriched, diverse, broad, balanced and relevant to our learners. Learning is sequential, with a clear order which allows children to build on their skills and knowledge over time. We endeavour to ensure learning is engaging and stimulating; inspiring a love of learning which sparks curiosity, independence and critical thinking. Children are encouraged to respect, nurture and celebrate their unique attributes while developing their wellbeing and a positive self-image.

Curriculum Implementation

To support our curriculum vision, the Year Lead and team of teachers have carefully put together a curriculum that is tailored to the specific age range and skill level of the children. Curriculum overviews, which are developed by Subject Leads, map out how subjects are taught from EYFS through to Year 6 – ensuring that there is progression between year groups and key stages and that knowledge and skills are taught sequentially.

Specialist teachers deliver Music and P.E ensuring that the breadth of the curriculum is taught to a high standard. Educational visits, local field trips, visiting speakers and a wide range of extracurricular after school clubs contribute to the implementation of an enriched and engaging curriculum. Our curriculum has been informed by the latest research by educational advisors such as Mary Myatt and Chris Quigley on making knowledge 'stick'; Karen Brooke (OSHUN Education) and Orlene Badu (How to build your anti-racist classroom), on ensuring our curriculum is relevant and reflective of our community and prepares our learners for the wider world.

Children are provided with a stimulating learning environment that sparks curiosity and embraces creativity. We strive to promote an ethos where all children are encouraged and supported and challenge is fully embraced. Quality first teaching, delivered and supported by our dedicated and motivated staff, enables all pupils to access our curriculum and to become independent, resilient learners. Our curriculum intent and implementation supports us in our endeavour to create and sustain highly engaged, intellectually curious, independent and happy lifelong learners.

Impact

Our ambitious curriculum enables pupils to achieving outstanding outcomes. Our Progress scores for 2023 were +5.3 (Reading), +7.6 (Writing), +7.1 (Maths), being recognised by The Secretary of State, as in the top 5% of schools nationally.

Further to this in 2024, 80% of pupils achieved EXPECTED+ in Reading, 83% in Writing and 85% in Maths. All of these figures are significantly above the national averages.

In 2025, we were recognised by the Secretary of State for Education, for our outstanding outcomes for disadvantaged pupils. This places amongst "the best nationally, a significant achievement."



ENRICHMENT

School trips, educational and cultural visits are powerful, positive teaching tools that enhance the social, personal, and emotional development of all pupils and teachers.

At Dormers Wells Primary School, we believe learning opportunities outside the classroom enhance learning inside the classroom. We therefore, offer a diverse range of enrichment activities and school trips (cultural capital), which include:

- Residential visit to Wales
- Mathematics activities, e.g. Puzzle Club
- Arts and STEM Weeks
- Sporting competitions, fixtures and clubs
- Curriculum area field trips
- Enterprise activities
- Inspire Me Week- Dormers Wells Careers fair
- Performing Arts productions and visits
- Guest speakers
- House competitions
- International Fairs
- Academic competitions, e.g. Windrush Foundation, Lions Club International, National Poetry
- Computing works, e.g. Coding Club @ DWHS



CONTACT

Vacancy enquiries: RMahoney@dwhs.co.uk

School visits: 0208 566 6446 ext.314

Dormers Wells Primary School

Dormers Wells Lane

Southall

Middlesex

UB1 3HX

Office Tel: 0208 574 6999 or 020 8571 1230

Office Email: admin@dwps.co.uk

School day: 8:50am - 3:15pm

Reception available from 8am - 4:30pm.

