



LOUGHBOROUGH
PRIMARY SCHOOL



HEADTEACHER

CANDIDATE INFORMATION PACK

LETTER FROM THE CHAIR OF GOVERNORS

Dear Applicant,

I am excited to advertise the position of Headteacher at Loughborough Primary School, a school in the heart of the diverse community of Brixton, South London. We are currently in the process of joining The Charter Schools Educational Trust; an innovative Trust that will help us continue to build on the significant progress the school has made over the last few years.

At Loughborough, we nurture, motivate and inspire pupils. We aim to develop great thinkers who demonstrate curiosity, resilience and embrace challenge. Our school is a vibrant home where children are able to build a strong sense of themselves and their roles in the community.

We are committed to helping pupils become global citizens and lead happy fulfilled lives. Our skilled practitioners help pupils understand themselves physically, emotionally and socially. We place a high premium on 'promoting a sense of self' and deepening pupils' understanding of the wider world. We equip our pupils to become successful, resilient and responsible decision makers who are fully prepared for life in modern Britain.

We seek an exceptional practitioner with the experience and vision to advance the school while sustaining our inclusive and creative ethos. That person also needs to be someone who appreciates the importance of the local community. Loughborough Primary School is a brilliant place to work and learn. We have fantastic children and wonderful, dedicated staff.

We are thrilled to be joining The Charter Schools Educational Trust in the coming months and will be partnering with them throughout the recruitment process. If you would like to be part of our continuing journey for excellence, we look forward to hearing from you.

Sarah Haines
Chair of Governors



ABOUT OUR SCHOOL

Loughborough Primary is a successful community school in Brixton, with Pre-school provision for 2- year olds and an on- site Nursery. Our team is motivated by our strong moral purpose and desire to achieve social justice for all pupils.

We nurture, motivate and inspire pupils. Through innovative practice we strive for excellence, enabling pupils to achieve their highest potential. We develop great thinkers who demonstrate curiosity, resilience and embrace challenge.

We are committed to helping pupils become global citizens and lead happy fulfilled lives. Our skilled practitioners help pupils understand themselves physically, emotionally and socially. We place a high premium on 'promoting a sense of self' and deepening pupils' understanding of the wider world. We equip our pupils to become successful, resilient and responsible decision makers who are fully prepared for life in modern Britain.

Our exceptional team have a vision for outstanding learning. They are always happy to go 'above and beyond' for our children. We are proud to be part of a supportive, nurturing and inclusive school, which values pupil voice.

It is a pleasure to serve our diverse community. Our 'child – centred approach', enables us to create successful partnerships between staff and parents and ensure each pupil has the opportunity to reach their full potential. The school was recently inspected and it was noted:

'There was enough evidence of improved performance to suggest that the school could be judged outstanding now in a graded inspection.'

Ofsted (March 2023)



OUR MISSION STATEMENT:

‘Through education we nurture and inspire our children to take their place in the world as fulfilled global citizens.’

OUR SCHOOL VALUES

- **Try your best**
- **Show resilience**
- **Collaborate**
- **Respect yourselves and others**

We make a measurable difference to our children’s lives. They leave us with a rounded education, well prepared for the demands of life in the 21st century.

Our Mission

Better Futures for Children & Young People

Charter.

WELCOME TO THE CHARTER SCHOOLS EDUCATIONAL TRUST

Dear Candidate,

Thank you for taking the time to explore our our Headteacher position at Loughborough Primary School. I hope it has sparked your interest and you are keen to find out more. This role presents a brilliant opportunity to collaborate with our experienced and dedicated staff team, ensuring the delivery of exceptional education to Loughborough pupils while exploring avenues for further innovation.

Nestled in the heart of Brixton, Loughborough Primary School has been a cornerstone of the community for many years. Following an Ofsted visit in March 2023, we were recognised as a good school with the potential for an outstanding overall effectiveness in our next inspection. Our pupils consistently demonstrate strong outcomes across all year groups, and we are on the verge of joining The Charter Schools Educational Trust, marking an exciting new chapter in our journey.

We are on the lookout for a Headteacher with a vision that is both ambitious and community-focused, someone equipped with the knowledge and experience to foster a culture where our staff and children can continue to thrive. The successful candidate will demonstrate expertise in curriculum and assessment, behaviour management, and organisational leadership. We seek a leader who is not only confident and motivated but also eager to develop our diverse and talented staff through evidence-informed practices and collaboration within the wider Trust.

Lambeth is an area of population change and Loughborough is right-sizing to a one-form entry school with a nursery and children's centre attached.

We think this is the perfect first headship or perhaps an opportunity to take on a different context if you are an experienced headteacher.

The Charter Schools Educational Trust is a diverse, exciting, and highly aspirational environment. Our dedicated professionals are committed to achieving the best outcomes for all pupils, especially those facing social and economic disadvantages. With primary and secondary schools, including sixth form provision, in both the north and south of the London boroughs of Southwark and Lambeth, we also host the London South Teaching School Hub, DFE Behaviour Hub, and serve as a designated Education Endowment Foundation (EEF) Research School.

While proud of our achievements, we are equally committed to continuous improvement. We invite talented leaders like you to join us in propelling Loughborough to greater heights, offering a genuinely world-class education to all pupils. As a new school leader in the Trust, you will benefit from individual coaching, the support of a primary school improvement partner, membership in our network of school leaders, and a robust central team including business services. Our commitment is to empower our headteachers to thrive and excel. We want you to be brilliant and enjoy headship with us.

Should you decide to apply, we encourage you to experience the school firsthand; come and see all that Loughborough and the Charter Trust has to offer!

Best wishes,

Cassie Buchanan
CEO The Charter Schools Educational Trust

JOB DESCRIPTION

SALARY RANGE L18-L23

STRATEGIC PURPOSE

The Headteacher will share and model The Charter Schools Educational Trust (the Trust) vision and values. They will provide inspiration and motivation and embody, for the pupils, staff, governors, parents, and carers the vision, purpose, and leadership of the school. The Headteacher will work with governors and lead colleagues in developing strategy, policy and plans so that staff and students are set and achieve ambitious and measurable targets and objectives. They will create and maintain a culture of continuous improvement and success with high educational outcomes for all.

REPORTING LINE

The Headteacher will be directly responsible to the Trust's CEO along with the Chair of the Local Governing Body (LGB) of the school.

LINE MANAGEMENT AND PEERS

They will ensure effective line management of all members of the school's Senior Leadership Team and secure effective line management of all other staff, apart from those involved in shared services/the central team. They will build a productive partnership with the Trust business services team which include Trust CFO (Chief Financial Officer) HR lead and Head of Governance and Compliance who will manage/support the shared services teams for all schools. They will also build a productive relationship with the Central Development Team, including the School Improvement Partner, who support the school's improvement.

PURPOSE OF THE ROLE

To provide professional leadership for the school that secures its success and continued improvement, ensuring high quality education for all its pupils and outstanding standards of learning and achievement.

WIDER TRUST NETWORK

Engage positively with the Trust's teaching school hub and research school through supporting the training and deployment of school staff where this does not impact critically on school capacity.



We make a measurable difference to our children's lives. They leave us with a rounded education, well prepared for the demands of life in the 21st century.

RESPONSIBILITIES OF THE ROLE

1. STRATEGIC LEADERSHIP

- Provide inspiring and purposeful leadership for the staff and pupils.
- Work in partnership with the Chief Executive Officer (CEO), local governing body, staff and parents/carers generating the ethos and values which will underpin the school, consistent with the vision, objectives and values of the Trust.
- Continue to implement a school development plan which will secure continuous school improvement, consistent with the Trust strategic plan.
- Monitor and evaluate the performance of the school as per Trust policies and respond and report to the local governing body as required.
- Ensure that management, finances, organisation, and administration of the school supports the vision and priorities of the Trust.
- Ensure that school policies and practices take account of national, local, Trust and school requirements.
- Monitor, evaluate and review the impact of policies, priorities, and targets of the school in practice, and take action if necessary.
- Ensure that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium- and short-term objectives and targets which secure the educational success of the school and the Trust.
- Play an active role in supporting other schools across the Trust.

2. FINANCE AND BUSINESS MANAGEMENT

- Work with the CEO and senior colleagues to recruit and retain staff of the highest quality.
- Plan for the security and effective supervision of the school buildings, their contents, and the grounds.
- Working closely with the CFO in the Trust finance team, set appropriate priorities for expenditure, allocation of funds and effective administration and control, in line with Trust strategic priorities and spending plans.
- Maintain a balanced in-year budget
- Manage and organise the site efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations.
- Work with colleagues to deploy and develop all staff effectively both in school and across the Trust to maintain and improve the quality of education provided.
- Manage, monitor and review the range, quality, and use of all available resources to improve the quality of education, improve pupils' achievements, ensure efficiency, and secure value for money.

3. EDUCATIONAL LEADERSHIP AND MANAGEMENT

- Continue to maintain an environment that promotes and secures effective learning, high standards of achievement and excellent behaviour.
- Determine, organise, implement, and monitor the curriculum and its assessment ensuring that statutory requirements are met and the policies of the Trust.
- Determine, organise, and implement a policy for the personal, social, and moral development of pupils consistent with that of the Trust.
- Monitor and evaluate the quality of teaching and learning and standards of achievement of all pupils in the school through appropriate methods.
- Lead the development, implementation, and ongoing refinement of a broad, evidence-informed, and knowledge-rich curricula.
- Determine and implement Trust policies which promote: positive strategies for developing diversity and inclusion and equality of access.
- Determine and implement positive strategies and programmes which ensure exceptional pupil behaviour and discipline and give support and clear guidance on exclusions.
- Develop and maintain effective links with the community including business and industry, to extend the curriculum and enhance teaching and learning.
- Continue to maintain an effective partnership with parents and the wider community to support and improve pupils' achievement and personal development.
- Promote extra-curricular activities in accordance with the educational aims of the school.

4. PEOPLE LEADERSHIP AND MANAGEMENT

- Continue to maintain an environment that promotes and secures effective learning
- Plan, allocate, support, and evaluate work undertaken by groups, teams, and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment.
- Implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting.
- Promote and monitor the continuing professional development of staff, including the induction of Early Career Teachers.
- Ensure that professional duties are fulfilled, as specified in the Teachers' Standards document including those of Headteacher.
- Participate in the arrangements made in accordance with the regulations for performance management and threshold assessment, and to participate in the identification of areas in which the Headteacher would benefit from further training and undergoing such training.
- Ensure that a Deputy Headteacher or suitable person, assumes responsibility for the discharge of the Headteacher's function at any time when absent from school.
- Continue the development of good working relationships with trustees, governors, staff, pupils, parents/carers, and the wider community.

5. ACCOUNTABILITY

- Continue to develop an organisation in which all the staff recognise that they are accountable for the success of the school.
- Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including governors, the trustees, the local community, Ofsted, and others to enable them to play their part effectively.
- Ensure that parents/carers and pupils are well informed about the curriculum, attainment, and progress and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.
- Provide timely information, objective advice and support to the local governing body, CEO and trustees to enable the school to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- Carry out any such duties as may be reasonably required by the CEO.



PERSON SPECIFICATION

QUALIFICATIONS

- Qualified Teacher Status
- Achieved or currently working towards NPQH (NPQ Headship)
- Degree at 2:1 or higher
- Relevant recent professional development

EXPERIENCE

- Substantial leadership experience within the education sector
- Managing the financial issues/resources impacting on schools and opportunities for enhancing these
- Leading whole school improvement strategies which impact positively on pupil outcomes and their educational experience, particularly for disadvantage pupils and those with SEND.
- Use of evidence-informed approaches for the development of teaching, curriculum and pupil behaviour
- Using performance management processes successfully to contribute to school improvement
- Overseeing the design and implementation of carefully sequenced, broad and coherent curricula
- Evidence of developing the knowledge and skills of teaching and non-teaching staff to improve the educational experience and outcomes of pupils.

Our person specification for knowledge and skills is matched to the National Professional Standards for Headship. Successful candidates will be able to demonstrate both the knowledge of what and how to be successful. Within each area of expertise, there are clear examples and additional detail, expected but not included here for brevity. A link to the full standards are [here](#).

SCHOOL CULTURE:

- Can establish and sustain the school's strategic direction, with those responsible for governance, including by using a range of data, the expertise of colleagues and experience of the wider community in its creation and ongoing refinement.
- Can ensuring all aspects of the school's approach to continuous improvement are aligned to each other and around this strategic direction.
- Pays particular attention to securing alignment between curriculum, assessment and teaching, and of these to the school's ambitious goals for its pupils.
- Can establish and sustain an effective culture across the school.

LEADING TEACHING AND LEARNING

- Can establish and sustain effective planning and preparation across the school.
- Can ensure teaching across the school includes effective explanations and modelling.
- Can ensure teaching across the school stimulates pupil thinking and understanding.

CURRICULUM AND ASSESSMENT

- Can oversee the design and implementation of carefully sequenced, broad and coherent curricula.
- Can support colleagues to develop pupils' literacy, including by ensuring all staff are aware that systematic synthetic phonics is the most effective approach for teaching pupils to decode, particularly those teaching early reading.
- Can ensure pupils get high-quality feedback.
- Can ensure assessment is high quality and as reliable as possible without creating unnecessary workload.

BEHAVIOUR

- Can establish and sustain a positive, predictable and safe environment for pupils.
- Can ensure colleagues can create a positive, predictable and safe environment in their classrooms.
- Can support colleagues to motivate pupils.
- Can establish and sustain an approach that assists pupils who need more intensive support with their behaviour.
- Can prevent and respond to bullying.

ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- Can ensure all pupils experience success.
- Can support colleagues to meet individual needs without creating unnecessary workload.
- Can when needed, ensure pupils are grouped effectively (across subjects and within individual classrooms).

PROFESSIONAL DEVELOPMENT

- Can ensure colleagues engage in effective professional development, including by aligning professional development priorities with wider school improvement priorities and focussing on a shared responsibility for improving outcomes for all pupils.
- Conduct, and support colleagues to conduct, regular expert-led conversations (which could be referred to as mentoring or coaching) about all aspects of their roles.

ORGANISATIONAL MANAGEMENT

- Can ensure the protection and safety of pupils and colleagues, including by ensuring safeguarding is the first priority of every colleague in the school.
- Can establish and oversee effective systems, processes and policies for managing admissions, exclusions and appeals.
- Can prioritise, allocate and manage resources (including financial, human and educational) appropriately, effectively and efficiently to ensure sustainability.
- Can recruit, develop, support and appropriately manage all colleagues (including non-teaching colleagues).
- Ensure rigorous approaches to identifying, managing and mitigating risk.

IMPLEMENTATION

- Can plan, execute and sustain evidence-informed implementation.

WORKING IN PARTNERSHIP

- Can ensure the school provides practical approaches to support parents and carers to help their children with learning at home including reading.
- Can work successfully in partnership with other schools and school trusts alongside the community and other organisations including professional associations and local authorities.

GOVERNANCE AND ACCOUNTABILITY

- Can effectively participate in governance, and fulfil obligations to give account, be challenged, and accept responsibility.
- Can appropriately participate in and fulfil obligations to external organisations including the Department for Education, Ofsted, the Education and Skills Funding Agency, Local Authority and auditors, including by adhering to the Principles of Public Life at all times.
- Works well to deadlines including ensuring reports that are submitted are timely and accurate, and participating in inspections or reviews as required.

PROFESSIONAL DEVELOPMENT AND SUPPORT

Professional learning and development are a key ingredient in the success of schools in The Charter Schools Educational Trust. We are committed to offering the highest quality evidence-informed Continuous Professional Development (CPD) to all staff.

We want every student in our schools to have an exceptional school experience which gives them the knowledge, skills, confidence, and connections they need to live a happy enriched life of opportunity and choice. To achieve this, we need to ensure that all employees, teachers, and support staff, receive high quality professional development and feedback.



PERFORMANCE AND DEVELOPMENT REVIEWS

Our Performance and Development Review Process encourages meaningful and open discussions regarding an individual's growth, development, and CPD. It is designed to improve performance by setting and measuring objectives which lead to tangible improvements in the classroom and outcomes for students.

Furthermore, the process informs the professional development required to help our people to be excellent within their role and provide the very best education for all our students. An annual review meeting will take place between employees and their line manager with an interim 6-month review to check progress.

Over the coming terms we are working together to introduce more opportunities for instructional coaching alongside more formal mentoring and coaching.

All new headteachers benefit from a six month induction process supported by our School improvement partner.

SUBJECT-SPECIFIC CPD

Subject-specific network meetings give teachers the opportunity to reflect on their own practice and examine the relationship between robust subject knowledge and effective pedagogy.

We are establishing these across the Trust for all subjects and paying particular attention to adapting teaching to online learning, the forthcoming changes in GCSE examinations and the implications for future curriculum and teaching and learning decisions.

In addition to the in-school professional development offer, staff can also access training progress, projects, and opportunities via our Teaching School Hub, our EEF Research School and Challenge Partners HUB.



LONDON SOUTH TEACHING SCHOOL HUB

We run a comprehensive programme of professional development for school staff across South London, including National Professional Qualifications and bespoke leadership programmes.

We have a large Initial Teacher Training programme, a partnership with Teach First and a series of high-profile speaker events and conferences. We lead a highly successful Peer Review programme across over 40 schools and offer high quality school improvement support. Peer Review is a wonderful way for school leaders to work collaboratively with other schools, developing close working relationships between school leaders and sharing great practice.

We have a range of programmes and groups focused on supporting school leaders in addition to peer review. These include the Women's Leadership Network and a leadership programme for future leaders who are Black or Asian. We also offer coaching and mentoring. Many of our school leaders also get involved in leading programmes, facilitating and becoming mentors and coaches.

We work with early years centres, primary schools, secondary schools, and special schools, from both the maintained, academy and independent sectors. We also have strong partnerships with several universities, education charities and not-for-profit organisations.

We have a strong track record of supporting schools to improve the quality of teaching and learning, for example leading to a higher Ofsted grading. In 2020-21, over 500 schools accessed our offer, and we have a strong team of Lead Practitioners and Evidence Leaders in Education.

Lead Practitioners and Evidence Leaders in Education are outstanding middle and senior leaders who will support individuals or teams in other schools. We currently have 24 Lead Practitioners in training who will be available in 2023/24 to support you.

Our many successful research projects are translated into accessible good practice guides, offering practical advice to teachers and leaders.



CHARLES DICKENS RESEARCH SCHOOL

Charles Dickens Research School works collaboratively with schools in South London and the South East to bring education research to life, by joining up theory and practice.

Charles Dickens Primary has a strong reputation for evidence-informed practice and of working with schools to use research to secure the best outcomes for children, both academically and through their creative, social, and emotional development. We have expertise in curriculum development, SEND (Special Education Needs and Disability), pupil premium, supporting pupils with autism and feedback and marking.

Our research school now includes Evidence Leaders of Education from many successful schools and it is this dynamic team who lead our work.

Charles Dickens Research School is currently leading projects across the region to support schools in using evidence to design effective curriculums, raise outcomes in English, teach and support improved Learning Behaviours for pupils. We have recently also led successful large-scale research-informed programmes to support schools in tackling teacher workload and promote pupil wellbeing and emotional intelligence.

In 2023/4 we will be leading a national pilot to trial our approach to developing reading fluency in Key Stage Two.

We build bridges between schools and academic research through:

- Disseminating recent findings in educational research in our monthly newsletters
- Providing training to support schools to understand EEF guidance reports and apply the findings in their contexts
- Providing bespoke school training and support through our ELEs.
- Special events to bring researchers and teachers together, such as LondonEd



CHALLENGE PARTNERS HUB

We lead a growing Hub as part of the Challenge Partners Network which is a collaboration of local schools working together to secure improvements and personal development on shared priorities. Currently our growing Hub is made up of fifteen schools including all the Trust's schools. One of our priorities is to create a sense of community which crosses different boroughs and key stages.

As a Hub, we are committed to collaborating with each other to raise outcomes for our pupils. Our meetings are structured so that they address our common priorities, and the meetings give members the opportunity to share practice and work together. We use the offers and discounts available to the Hub from the London South Teaching School Alliance to add greater value to our work and we use our hub funding to develop programmes, events and joint working that add value to our Hub members.

School leaders have found taking part in Quality Assurance Reviews at their own and other settings to be of immense value.

Through receiving and giving positive dialogue about what is going well and areas for development and identifying support needs, leaders have been able to implement improvement strategies into their own schools.



BEHAVIOUR HUB

Charles Dickens is one of 22 schools leading the DfE Behaviour Hubs initiative. Behaviour Hubs is a one-year programme, fully funded by the Department for Education (DfE), that provides support, training and advice for schools and multi academy trusts who want to improve their behaviour culture.

The programme supports schools through the steps on the following journey:

1. Diagnose issues
2. Develop new behaviour approaches
3. Launch new behaviour approaches
4. Monitor the impact of new approaches.

Charles Dickens Primary School has experience in successfully helping other schools both at scale and individually in developing their approaches and structures to behaviour, curriculum, teaching and leadership. The Behaviour Hub Programme will build successfully on our impact as a Teaching School Hub, EEF Research School and Challenge Partners Hub. Existing programme structures include: RULER, EEF Learning Behaviours and Mentally Healthy Schools.

As a school within the Trust, The Belham can access the support and expertise in the Behaviour Hub team directly.

HOW TO APPLY

We invite candidates to come and visit the school ahead of submitting your application.

Please contact the Chair of Governors **Sarah Haines** on **shaines9.208@lgflmail.org** if you are interested in arranging a visit.

Visit days set aside are 26th, 27th February 2024 or 7th March 2024

As the school is about to become part of the Charter Schools Educational Trust, please contact Lucy Ellis (primary school improvement partner) on **lellis@tcset.org.uk** to find out more.

The closing date for applications is 12pm on Friday 8th March 2024 and interviews will be held on Monday 25th March and Tuesday 26th March 2024.

Letters of application should be addressed to the Chair of Governors on no more than two side of A4 equivalent, no smaller than font size 11. This should be accompanied by a completed Lambeth application form.

Alternatively please call the school on **0207 274 8374**
office@loughboroughprimarylambeth.org.uk to ask for an application pack

Please send your completed application form and letter to the chair of governors, **Sarah Haines** (**shaines9.208@lgflmail.org**)

Lambeth Council and The Charter Schools Educational Trust are committed to equality and diversity, and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other aspects of diversity.

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to uphold the same commitment. We operate a safe recruitment practice and complete thorough pre-employment checks including satisfactory references before any appointment is confirmed.

We offer family friendly, flexible working arrangements, and staff networks to provide a supportive environment in the workplace where members can receive peer to peer support.

www.loughboroughprimarylambeth.org.uk