



**Alma  
Primary**

עולם חסד יבנה  
A world built on kindness

## Headteacher

## Candidate Information Pack



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## Welcome from our Chair of Governors

Thank you for giving us the opportunity to introduce you to Alma Primary, a learning community that equips children to become creative, caring and committed learners in a changing world. Alma Primary sprang from the hopes and efforts of a group of volunteers who founded our school community in 2013.

From our site in Whetstone, we welcome families from across the Jewish community and beyond to be part of our school, where exploration of Jewish tradition is at the heart of everything we do. Our goal at Alma Primary is to help each person to become the best they can be. As a small school with big aspirations, we also aim to make our school, our community, our society and our world a better place for all. Our curriculum supports the development of essential skills in science, language and literacy, humanities, maths, technology, sport and across the arts, which enable children to become successful learners, as well as an asset to the local community. Through deep engagement with the rich and varied heritage that Judaism offers, blended with the very best of twenty-first century understanding, we help children to find creative solutions to the challenges they will face in their lives.



Our successful candidate will be someone who has passion, enthusiasm for our school's inclusive Jewish ethos, problem-solving skills and a great sense of humour. Jewish tradition teaches that the world is built on study, prayer and acts of loving-kindness. At Alma Primary, we nurture each member of our learning community, helping them develop academically and spiritually, and enabling them to care for others.

We are proud of our inspections. In the summer of 2022, we were judged by Pikuach as an "Outstanding" school and in 2023 Ofsted inspectors judged the school to be "Good" in all five Ofsted categories.

This pack will tell you more about the school and we look forward to welcoming you to Alma Primary in the near future.

**James Burns**

# About our learning school



## Our Name

Alma has many meanings: In Aramaic, the language of traditional Jewish writings, Alma means 'world'. Alma Primary brings together children from across the Jewish community and from the wider local community. This inclusivity and diversity goes hand in hand with Alma Primary's Jewish values, including *derech erez* – respect for everyone. In Spanish 'Alma' is the soul, reflecting our desire to support children's spiritual and personal development.

In Latin, Alma means 'nourishing' and is the root of the phrase 'alma mater', the school from which one has graduated, reflecting our commitment to excellence in teaching and learning. Our school will

become the alma mater of a new generation of children who have been educated in a happy and nurturing community of learners and friends, enabling all our pupils to achieve their full potential in the world.

Alongside our school logo is the phrase from the Psalms, *Olam Hesed Yibane*, 'a world built on kindness'. Our vision is of a world built on caring and compassion, exemplified by a school where children experience kindness themselves and learn to be kind to others.

## Our Ethos and Values

We have a unique ethos, based on four key pillars:

- Excellence in teaching and learning;
- Inclusivity and diversity;
- Identity and values;
- Nurturing each child to achieve their best.

## Excellence in Teaching and Learning

Our school supports the highest level of academic attainment and places a priority on critical, independent and creative thought and expression. Every child is supported to make the greatest possible progress, achieve their maximum potential and make a successful transition to the secondary school of their choice. We provide all children with a thorough Jewish and Hebrew education of the highest standards that equips them with the skills, knowledge and confidence to participate in life and learning.



### ***Inclusivity and Diversity***

We are a community, non-selective free school welcoming children of all academic abilities. We support the abilities and learning styles of every child from the gifted and talented to those with specific educational needs. We welcome families from across the spectrum of religious observance and families who are of other faiths and none. All families are valued and included, regardless of how or whether they choose to be involved in Jewish life.



### ***Identity and Values***

The school is a caring, inter-generational community of children, parents and teachers in which we foster a love of Judaism, pride in Jewish identity and a commitment to the Jewish people and Israel. Through positive and inspiring Jewish experiences, including daily prayer, we enable the moral and spiritual development of the young people in our care. Our children are imbued with the ethical and moral values of the Jewish tradition including good citizenship, volunteerism, mutual responsibility, care for the natural world and positive relationships with other faiths and the wider community.



### ***Nurturing Each Child to Achieve their Best***

We believe that the most important contribution a primary school makes to a child's life is to create a love of learning and an enjoyment of education. When this is achieved, school continues to have a positive impact right through to adult life. To this end, we have built a happy, warm and nurturing environment in which children experience success both in lessons and in extra-curricular activities; become independent and resilient learners; grow as people intellectually, spiritually and physically; enjoy warm relationships with their teachers and with each other; and are excited and inspired to challenge themselves within a safe and secure context.





## Our Approach

### *Educational Vision for a Learning School*

Alma Primary is a learning school, where every member of the school community is involved in learning and improving. We believe that the individual child's learning journey is a responsibility shared by the whole school professional team.

### *Nurturing Emotional Literacy, Individuality and Difference*

An essential component of our school is the development of children's emotional literacy, helping them to understand their own emotions, and those of others as well as encouraging children to look at the impact of their behaviour on others. Through understanding and celebrating different cultures, staff at Alma Primary enable children to develop their own unique identities, and become confident participants in a diverse world, with a passion to improve and care for it.

### *21st Century Learning Skills*

Alongside the traditional set of skills, children at Alma Primary benefit from learning a range of 21st century learning skills. These include creativity and innovation, critical thinking and problem solving, communication, and collaboration. Central to our teaching philosophy is the importance of giving children the opportunity and encouragement to use creativity to solve problems and generate solutions to challenges. We use innovative approaches, including iPads, to enable children to use technology as an aid to learning. Through the use of philosophy for children we enable children to ask questions and work collaboratively.



### *Deep Learning and Imagination*

Children at Alma Primary enjoy an approach to learning, which nurtures learning skills and develops the imagination, where children have structured encouragement and support to become experts in a designated field, enabling them to become mature, confident learners.



### **Our Site**

Alma Primary moved to its own purpose-built site in Whetstone in 2016. The site provides exceptional facilities close to Totteridge and Whetstone tube station in North London. It has large classrooms and additional learning spaces which we have designed to meet the needs of our primary school. The classrooms create flexible learning environments, with the use of up-to-date IT equipment. As well as the classrooms, the site also contains offices, a hall, library and small group learning spaces. There are full-time security guards on site during school hours.

### **Transport**

To minimise our carbon footprint, as well as the amount of local traffic, we actively support families in sharing their school journeys. Many of our families use the tube to bring children to school and we run an onsite drop-off and collection system.

There are bike racks and a shower for staff.



# Joining our caring school

## Our commitment to staff

We are committed to nurturing and developing staff at Alma Primary. We are an equal opportunities employer and welcome applicants from varied backgrounds to work in our learning community.

We provide a bespoke training program and provide access to high quality CPD courses including Jewish communal education training events. In addition, our staff supervision program is focused on enabling each individual member of staff to thrive.

We are closed for both days of major Jewish festivals and we close early on Fridays during the winter.

As a one form entry school, there are frequent opportunities for additional responsibilities, gaining experience and developing new initiatives.



## Our Commitment to Safer Recruitment

We are committed to safeguarding and protecting children and we expect all staff and volunteers to share this commitment.

This post is classified as having substantial access to children, and appointment is subject to an enhanced police-check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

## Job Description for Alma Primary Headteacher

<b>SALARY:</b>	HT Group 1 Leadership Pay Range £62,677 to £81,994 (starting salary is negotiable, subject to experience)
<b>HOURS:</b>	Full time
<b>CONTRACT TYPE:</b>	Permanent
<b>REPORTING TO:</b>	Governing Board
<b>RESPONSIBLE FOR:</b>	<p>The leadership, internal organisation, management and control of the school, consulting where appropriate with the Governing Body and all other stakeholders.</p> <p>The Headteacher carries out duties in line with the conditions of employment as set out in the current <a href="#">School Teacher's Pay and Conditions</a> document, the <a href="#">National Standards for Headteachers</a> and the policies and procedures of the Governing Body and Local Authority.</p>

### Main Purpose

The core purpose of the headteacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success, a headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils.

The headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Monitor progress towards achieving the school's aims and objectives
- Allocate financial resources appropriately, efficiently and effectively

### Qualities

The headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils



## **Duties and Responsibilities**

### **School culture and behaviour**

The headteacher will:

- Create and maintain the school's ethos and strategic direction, in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Work with and motivate others to ensure creativity, innovation and quality, including in the use of appropriate new technology to achieve excellence
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

### **Teaching, curriculum and assessment**

The headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read

### **Behaviour**

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct, in accordance with the school's Behaviour Policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

## Additional and special educational needs (SEN) and disabilities

The headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

## Managing the school

The headteacher will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of a duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload
- Promote harmonious working relationships within the school.
- To provide a safe and secure environment for all who work in and visit the school.

## Professional development

The headteacher will:

- Promote the participation of staff in relevant CPD.
- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the 'Standards for teachers' professional development'.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other staff members.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Take responsibility for their own CPD, engaging critically with Education research.

### **Continuous school improvement**

The headteacher will:

- Identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

### **Governance, accountability and working in partnership**

The headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

### **Other areas of responsibility**

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

## Person Specification for Alma Primary Headteacher

To be evidenced through application form, references, interviews and tasks

Criteria	Qualities	
	Essential	Desirable
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status (QTS)</li> <li>• A degree level qualification or equivalent</li> <li>• Further relevant professional and/or academic study and evidence of CPD</li> </ul>	
<b>Skill and experience</b>	<ul style="list-style-type: none"> <li>• At least three years of proven strong, successful leadership and management experience in a school.</li> <li>• Evidence of demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity.</li> <li>• Experience of implementing, managing and evaluating change in a collaborative way.</li> <li>• Experience of raising standards that have impacted positively on pupils and teaching and learning.</li> <li>• Significant experience of evaluating and using data to plan and improve pupil outcomes.</li> <li>• Experience of making effective use of funding and other resources.</li> <li>• Strong financial planning and management skills.</li> <li>• Excellent communication skills and proven ability to listen to, understand and work effectively with the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within a Jewish setting</li> <li>• Good level of spoken and written Hebrew</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• An understanding of how to empower pupils and staff to excel.</li> <li>• A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.</li> <li>• An understanding of how to create whole-community accountability systems and implement them with the support of the SLT to combine data from a range of sources to maximise the achievement of pupils.</li> <li>• A clear understanding of and commitment to promoting safeguarding pupils.</li> </ul>	



	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>	
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to uphold the 7 principles of public life (the Nolan principles) at all times</li> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position</li> </ul>	<ul style="list-style-type: none"> <li>• Passion for the cross-communal nature of the school, with an understanding of the varied nature of Jewish observance in the UK</li> </ul>

## Our recruitment process

### Shortlisting

We will short list candidates whose applications meet our criteria on March 11<sup>th</sup> and those successful candidates will be notified on March 13<sup>th</sup> and be invited to an interview day on March 18<sup>th</sup>.

Candidates invited to interview will be asked to address any discrepancies, anomalies or gaps in their application form.

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

### Applying

Full details of the school are on our website at <https://bit.ly/almaht>

Please note that applications can only be accepted on the Alma staff application form, which is available on the Alma website using the link above.

For any questions regarding the role or to schedule a school visit please e-mail [htrecruit@almaprimary.org](mailto:htrecruit@almaprimary.org). We look forward to receiving your application.





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