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**Application Pack of Headteacher vacancy of  
Aragon Primary School available from September 2026**

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‘Staff are proud to be a part of this school. They appreciate that leaders have adapted systems so that they can focus their time and energy on teaching and helping pupils to learn. Staff feel supported and able to do their best work.’ OFSTED 2025

‘Pupils’ behaviour is exemplary and reflects the school’s aspiration: ‘to be the best that we can be’. In lessons and around the school, pupils are calm, respectful and engaged.’ OFSTED 2025





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## Letter from CEO

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Dear Candidate

Thank you for your interest in the vacant Headteacher post at Aragon Primary School. We hope you will find the information below useful and appealing and make an application for the Headship. Please also take a look at the website and school OFSTED Report from May 2025 which are full of information and photographs to give you a further insight into the ethos, values and work of the school.

Aragon is a very popular three-form entry Primary School with Nursery with a capacity for 650 pupils and 52 nursery pupils set in spacious grounds on the border of Merton and Sutton. We believe that every child deserves a warm and inclusive environment where they can thrive and reach their full potential. We are proud of all the wonderful things that Aragon has to offer. The school's motto and aspiration is 'to be the best that we can be. Children are at the heart of everything we do; they are encouraged to have high expectations of themselves, to be responsible young people, tolerant of others, hard-working and kind. We try to create as many opportunities as possible for children to show responsibility and contribute to society. We believe in a broad and deep curriculum which is truly inclusive, so all children reach their potential and a love of learning is fostered. Play is valued too, and our extensive grounds are put to good use every day with a huge variety of activities to keep our children busy and engaged. We are proud to be a community that values honesty, kindness and hard work, and we are committed to providing our pupils with an education that will prepare them for success in the future.

Aragon is a diverse school with a range pupils of different ethnicities and from a wide range of social and economic circumstances, details of which are illustrated later in the pack.

Our dedication to excellence is reflected in our exceptional achievements:

- In 2025, our attainment at the end of Key Stage 2 was the 4th highest in the London Borough of Merton.
- Our results remain consistently high across the school, from the EYFS to Year 6, and for a number of years we have performed significantly above national averages in Year 1 Phonics, KS2 Reading, KS2 Writing, KS2 Maths, KS2 Grammar, Punctuation and Spelling, and the Year 4 Multiplication Tables Check (MTC).
- During our May 2025 Ofsted inspection, inspectors confirmed that the school had improved significantly across all areas since the previous inspection when all areas were graded good. Their highly positive findings reflect the strong progress we have made, and we are proud that the report highlights the exemplary behaviour of our pupils and their pride in the school, pupils'





exceptional achievement across the curriculum, the high quality of our curriculum and teaching, and the caring, purposeful environment that underpins all we do.

Aragon is part of the Willow Learning Trust, a highly successful and collaborative Trust of three schools (Aragon Primary School, Abbey Primary School and Glenthorne High School) situated in Sutton and Merton. The Trust also operates the Sutton SCITT, judged outstanding by OFSTED in June 2021, providing teacher training for Primary and Secondary teachers. Aragon Primary works closely with the other schools in the Trust to learn from each other and raise standards for pupils.

If you have any questions or would like to book a tour, please contact Mrs Pennelli on [spi@willowlearningtrust.org.uk](mailto:spi@willowlearningtrust.org.uk) or on 020 8410 0010.

We look forward to hearing from you.

Yours faithfully

Mr Steve Hume  
Chief Executive Officer





## Points of interest

	Details
English as Additional Language (EAL)	28% of pupils; main languages: Urdu, Cantonese, Tamil.  In addition, we have a growing number of pupils speaking other languages, including: Albanian, Bulgarian, Polish, Arabic, French, and Gujarati. Over the past 30 months, we have welcomed 12 pupils from Ukraine and 28 pupils from Hong Kong, reflecting the diversity of our school community.
Largest Ethnic Group	49 % White British
Free School Meals	24%, in line with national average.
SEND Support	18% of pupils receive SEND support.
EHCPs	14 pupils (2.3% of school population vs 2.4% national average).
Staff	62 staff currently employed including: <ul style="list-style-type: none"><li>• 3 SLT</li><li>• 23 Teachers</li><li>• 25 Teaching support/Nursery staff</li><li>• 11 Other support including Administration and Site</li></ul>
Other successes	<ul style="list-style-type: none"><li>✚ Aragon is the lead school in Sutton SCITT (Primary) with 10 other local schools, graded as outstanding in 2025.</li><li>✚ Aragon is a Beacon school for Maths No Problem, showcasing Singapore Maths and leading training.</li><li>✚ Aragon has been awarded the Success for Schools status, by the London Mayor.</li><li>✚ Aragon is an OPAL school and holds Gold status, providing outstanding provision for play at lunch times.</li><li>✚ Aragon values creativity and has its own resident artist providing art enrichment through the charity Room 13.</li><li>✚ Aragon holds the Gold Award from Anti-bullying Alliance.</li><li>✚ Aragon gained Platinum award for PE</li></ul>

"Playtimes are brilliant. OPAL means there is something for everyone and we know how to play safely."

Year 6 pupil

"Lessons are interesting and we get to explain our thinking, not just write answers."

Year 4 pupil

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'To be the best we can be!'



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## Job Description

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<b>Position:</b>	Headteacher
<b>Responsible to:</b>	CEO & Chair of Governors
<b>Grade:</b>	L22 – L27 (Inner London)

### **Purpose of Post:**

To secure the highest educational standards possible for pupils and to create an environment in which staff have high expectations, work collaboratively and effectively with the Trust and other schools in the Willow Learning Trust.

The post-holder will uphold trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.

### **Specific responsibilities:**

- Accountability for the School vision and ethos.
- Accountability for standards of achievement and behaviour for all pupils, specifically including SEND and disadvantaged pupils.
- Leadership and accountability for child protection, safeguarding and H&S.
- Oversight of the curriculum, teaching, assessment and reporting.
- The leadership and management of the staff, including appraisal.
- The leadership of staff CPD.
- Accountability for the effective management of the school budget.

### **Leadership**

1. Maintain an inspirational working environment underpinned through a positive ethos and positive relationships with staff, pupils and parents, in which individuals feel valued and where personal endeavour and responsibility are encouraged.
2. Work alongside the CEO to provide clear vision and positive, incisive and purposeful leadership with strategic direction to ensure sustained improvement in pupil achievement.
3. Lead and chair SLT and staff meetings as appropriate and ensure action points are completed in a timely manner.
4. Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities, liaising with Trust support services where appropriate.
5. Recruit, retain and deploy staff effectively, ensuring workload is manageable.
6. Create and shape the teaching and learning values and ethos of the school.
7. Communicate and drive excellent teaching and successful learning for all pupils.





8. Lead strategic planning, take a lead role in shaping and implementing the School Improvement Plan and School-Evaluation Form and ensure effective monitoring, evaluation and reporting of the SIP.
9. Support and advise colleagues in the exercise of their professional duties and professional development.
10. Support children's welfare and health and safety, promote their academic and social development, and to implement the school's Behaviour Policy, reinforcing disciplinary measures as necessary.
11. Lead Whole-School and Year Group Assemblies as required.
12. Take lead responsibility for representing the school at public events.
13. Promote, encourage and support continuous professional development of all staff focused on raising standards.
14. Keep up to date with developments in education and communicate to staff.
15. Ensure training and continuing professional development is effectively planned, delivered and evaluated.
16. Ensure full safeguarding compliance and ensure effective and appropriate systems and processes.
17. Ensure all staff have effective performance management and mid-year reviews.
18. Enable the School's Chair of Governors and the LGB including Trustees to execute their role, particularly in relation to statutory compliance.
19. Manage and be accountable for the school budget with the support of the CEO and Director of Finance.
20. Provide regular reports to the School's LGB.
21. Ensure full compliance with the requirements of funding and regulatory bodies.
22. Work in collaboration with the Director of Finance to secure the most cost-effective funding allocation and to manage these resources both prudently and efficiently.
23. Lead on improvements to school site, buildings and land, as agreed by CEO and Finance Committee, including application for CIF funding and ensuring best use of space available.
24. Increase school income through lettings of site and grounds.
25. Initiate, review and publish School policies in all areas and ensure compliance with National guidelines.
26. Promote equality of opportunity for all stakeholders.

### **Teaching, Curriculum and assessment**

27. Establish and sustain high-quality teaching across whole school.
28. Effectively use assessment to inform strategy and decisions.
29. Ensure the teaching of an ambitious, broad, structured and coherent curriculum.
30. Establish curriculum leadership, including Subject Leads with relevant expertise and support.
31. Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.
32. Oversee day-to-day management of the curriculum, pastoral care, safeguarding, and administration of the school.





33. Ensure appropriate and effective provision for all SEND pupils, taking full account, if appropriate, of the requirements of their EHCP.
34. Ensure the school learning environment is conducive to learning.
35. Oversee the development of a wide range of teaching and learning opportunities that continue to meet the changing needs of all pupils.
36. Develop and manage an effective system to monitor and develop the quality of teaching and learning, providing coaching, and mentoring as appropriate.
37. Oversee the effective assessment, recording and reporting system of pupil progress, ensuring there is sufficient rigour and challenge for each pupil.
38. Oversee the regular monitoring and evaluation of the curriculum to ensure it is pupil-centred and is appropriate, engaging and challenging.
39. Encourage new developments in the curriculum to ensure it is responsive and adaptable to both local and national requirements and changes.
40. Ensure the effective implementation of a behavioural management policy and practice throughout the school to ensure the highest standards of behaviour.
41. Manage pupil suspensions according to the school's Behaviour Policy and statutory exclusions guidance.
42. Monitor, evaluate and review pupil progress through analysis of pupil assessment data and intervention with input and support from staff with designated responsibility.
43. Report as required on pupil achievement to the CEO, the LGB, the Board and parents and carers.
44. Responsibility for Opal Play including:
  - i. Championing outdoor play and learning as a vehicle for physical, social, emotional, and cognitive development.
  - ii. Ensuring playtimes are safe, stimulating, and inclusive, offering children freedom, challenge, creativity, and managed risk.
  - iii. Promoting a positive approach to risk-benefit assessment, enabling children to develop resilience, independence, and problem-solving skills.
  - iv. Ensuring play supports SEND inclusion, equity, and pupil voice.

#### **Safeguarding and Health and Safety**

45. Oversee the Single Central Record (SCR) and ensure it is accurate and up to date.
46. Report on safeguarding to CEO and those responsible for governance.
47. Ensure safer recruitment standards are compliant.
48. Work with pupils, teachers, and families to enhance awareness of Safeguarding issues.
49. Promote a culture of Health and Safety and ensure compliance with all relevant Health and Safety legislation.
50. Ensure the school buildings and its grounds are safe, appropriately equipped and well-maintained.
51. Ensure rigorous approaches to identifying, managing and mitigating risk and ensure all school risk assessments are in place and regularly updated.

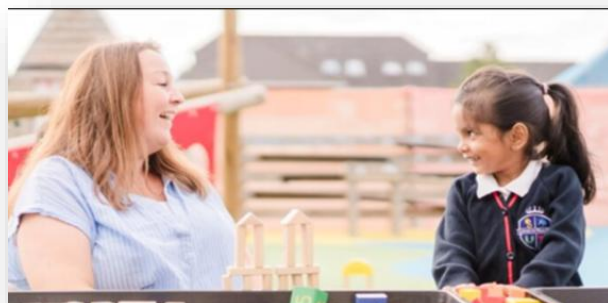




**As a member of the leadership team:**

52. Nurture a supportive culture that promotes excellence, equality and high expectations.
53. Support staff and promote staff wellbeing.
54. Report pupil achievement to the CEO, Local Governing Board (LGB), Trust Board and parents/carers.
55. Share in the leadership and management of the school, including line-management responsibility.
56. Promote and monitor the school's curriculum vision and standards of teaching and learning
57. Help devise, implement, monitor and evaluate strategies for raising levels of achievement.
58. Oversee staff absence in line with Trust Policy and oversight of cover as needed
59. Review, develop and communicate school policies
60. Attend and contribute to meetings of the Trust, as appropriate
61. Undertake other duties as may reasonably be requested by the CEO.

"I'm incredibly proud to work at my school because it's more than just a workplace—it's a community that genuinely cares. Every day, I see first-hand how our leadership team goes above and beyond to support staff, pupils, and families. Their commitment isn't just about policies or procedures; it's about people. They listen, they lead with empathy, and they make decisions that reflect a deep understanding of what truly matters. That kind of leadership inspires me and makes me feel valued, supported, and proud to be part of this team." Staff Survey, November 2025





## Person Specification

		Attribute	Essential	Desirable	Stage Identified
<b>Qualifications, Education and Training</b>	1.	UK Qualified Teacher status for teaching Primary education as recognised by the DfE.	✓		AF/C
	2.	NPQH or willing to work towards the NPQH.	✓		AF/C
	3.	Further relevant qualification.		✓	AF/C
<b>Experience &amp; Knowledge</b>	4.	Minimum of 8 years' teaching experience, 3 years' experience as a Deputy or Headteacher.	✓		AF/R
	5.	Experience of leading and managing curriculum design and development.	✓		AF/I/R
	6.	Experience and evidence of managing, developing, inspiring and motivating staff.	✓		AF/I/R
	7.	Demonstrable track record of raising standards and setting challenging targets at School/Academy level.	✓		AF/I/R
	8.	Experience of supporting the management of significant organisational development and change.	✓		AF/I/R
	9.	Experience of monitoring and evaluating staff and pupil performance and supporting, challenging and intervening as appropriate.	✓		AF/I/R
	10.	Experience of presenting high quality, strategic information to Governors and supporting their role as a "critical friend".	✓		AF/I
	11.	Experience of the leadership or overview of SEND in a primary setting.		✓	AF/I



	12.	Experience or knowledge of strategically leading on school finance issues, including budget management and allocation.		✓	I/A/R
<b>Skills</b>	13.	Ability to communicate clearly and unambiguously to a range of audiences.	✓		AF/I/R/A
	14.	Ability to teach excellent lessons and to be a role model for teaching.	✓		I/O
	15.	Ability to analyse information from a wide variety of sources to reach sound judgements and solve complex problems.	✓		I/R/A
	16.	Ability to translate vision in practice.	✓		I/R
	17.	Ability to communicate an exciting educational philosophy and to translate vision into practice.	✓		AF/R/I/A
	18.	Ability to earn the respect of pupils, parents, staff and governors and Trustees.	✓		AF/I/A
	19.	Ability to set appropriate targets for the improvement of school performance and to monitor and evaluate data in relation to those targets.	✓		AF/I/R/A
	20.	Ability to build, support and work both with and in high-performing teams.	✓		AF/I/R
	21.	Ability to demonstrate sound organisational skills, work under pressure and determine priorities to meet tight deadlines.	✓		AF/I/R/A
	22.	IT skills: ability to identify potential for new and innovative IT and how it can support learning	✓		AF/I
	23.	Ability to set high personal standards of integrity and probity and be a role model for staff and pupils.	✓		I/A/R





<b>Personal Attributes</b>	24.	Able to lead by example, be personally visible and committed to demonstrating Trust values.	✓		I/A/R
	25.	Enthusiasm, vision, drive, adaptability, optimism, perspective and resilience.	✓		AF/I/R
	26.	Confident, positive and approachable persona.	✓		I/A/R
	27.	Ability to secure the loyalty and confidence of pupils, staff, parents, governors and others.	✓		I/R
	28.	Ability to create an exceptional, positive ethos within the organisation which is recognised by staff, pupils, parents, governors and the wider community.	✓		I/R
	29.	Commitment to own professional development.	✓		AF/I/R
	30.	Commitment to the school, the Trust, the Sutton SCITT and the local community.	✓		I
	31.	Flexibility, mental & emotional resilience and well-developed self-management skills in order to meet the demanding nature of the role.	✓		I
<b>Special requirements</b>	32.	Suitability to work with children and an enhanced DBS	✓		I
	33.	Safer Recruitment Training		✓	I

*The Willow Learning Trust is an equal opportunities employer and welcomes applications from all the sectors of the community. We are committed to protecting our pupils and staff and therefore have a rigorous recruitment process which include assessing candidates' suitability to work with children. Candidates will be shortlisted against the above essential criteria assessable from application forms. Issues relating to safeguarding and promoting the welfare of children will be explored during the interview process.*





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## ***Tips for application***

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### **Completing the Application Form**

Your application form plays a key role in the selection process, so take time to complete it fully and accurately as shortlisting decisions are based solely on the information you provide. Ensure you refer to the Person Specification when completing your application and provide clear evidence and examples showing how you meet each criterion.

### **Personal Details**

Please complete the Equal Opportunities Monitoring Form at the end of the application. This form is used for monitoring purposes only, will be removed before shortlisting, and destroyed after use.

### **Career History**

We are interested to hear details of your work history, including paid employment, voluntary work, or periods of unpaid work such as caring responsibilities. If a job title does not clearly describe your duties, provide a brief summary of your main responsibilities. You may use additional sheets if required.

Please ensure there are **no gaps** in your employment history. If you do have gaps, please ensure you account for this time on the Application Form.

### **Education, Qualifications, and Training**

You should list all relevant qualifications and training as requested in the Person Specification, remember to include any additional qualifications or courses that demonstrate your skills or knowledge. Please note you will need to provide proof of qualifications later in the recruitment process.

### **Statement of Suitability**

This section is your opportunity to demonstrate how you meet the Person Specification. Address each criterion and provide specific examples of your experience and achievements. Instead of writing 'I am organised and meet deadlines', describe a situation that proves this, such as: 'I organised a fundraising event for a local playgroup within six months, coordinating a team of five volunteers.' We cannot assume your experience equals ability, so please explain how you achieved results. You may use examples from voluntary work, hobbies, or other relevant activities.

### **Pre-employment checks**

It is Trust policy that any job offer will be conditional on receipt of all pre-employment checks including: satisfactory references, pre-employment medical clearance, enhanced DBS disclosure, on-line checks and for teaching roles, verification of teaching qualifications.





In addition you will be asked to complete an online medical questionnaire and may be required to attend a medical assessment.

All employees must have an Enhanced DBS, which can be checked using the on-line service or the school will organise this for you.

### **Relationships**

We do not exclude applicants who are related to staff or Governors. However, if you are related to someone, they will not be involved in the selection process. Failure to disclose a relationship may result in dismissal. 'Related' includes cohabiting.

### **Interviews**

Willow Learning Trust uses a variety of selection methods, which may include teaching a lesson for teaching roles, ability tests, presentations, or work-related exercises. You will be informed of the methods in advance. Interviews will include questions about your application, safeguarding, and child welfare. Any concerns from references will also be discussed.

### **Complaints**

We are committed to equality of opportunity in recruitment. If you believe you have been discriminated against during the process, for example based on race, age, gender, disability, or religion, you may submit a complaint. Complaints must be made in writing to the Headteacher /CEO within three working days of being rejected after an interview. Please explain the reason for your complaint. The Headteacher/CEO or representative may contact you before confirming the outcome.





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## Key Dates

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**Closing date:** 10am, Monday 9<sup>th</sup> February 2026

**Shortlisting date:** 10<sup>th</sup> & 11<sup>th</sup> February 2026

**Interview:** 24<sup>th</sup> & 25<sup>th</sup> February 2026

**Outcome:** 26<sup>th</sup> February 2026

