Bedfont Primary School



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**HEADTEACHER RECRUITMENT PACK**

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Headteacher Recruitment Pack

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**Contact us**

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[www.bedfontprimary.co.uk](http://www.bedfontprimary.co.uk)

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Dear Applicant,

Thank you for expressing an interest in the position of Headteacher at Bedfont Primary School. A visit to the school is highly recommended, so that you can see first-hand what we are about.

To provide some background, our school had previously been separate Infant and Junior schools before amalgamating in January 2010. Recent Hounslow Learning Partnership peer reviews agree with our own self-evaluation that the school is good and improving at a rapid pace.

Governors are grateful to the outgoing Headteacher, who successfully led the school from the previous ‘Requires Improvement’ Ofsted judgement to ‘Good’ in June 2018 [[Ofsted report](https://reports.ofsted.gov.uk/provider/21/135831)]. We now look forward with enthusiasm to working with a new Headteacher, who will aspire to lead the school forward to Outstanding.

Bedfont Primary School is a three form entry school with a 76 place nursery and a newly opened provision for two-year-olds. We are a school that embraces the diverse population within the local community and we have high expectations for every person in our school community. Each individual has an important contribution to make to the success of the school. We hope this comes across in our Aims and Vision as set out on Page 4 of this pack.

Safeguarding is an area of high focus for the school as we endeavour to keep children safe and supported in all aspects of their lives. Governors are fully committed to effective safeguarding for all of our children, staff and visitors.

Bedfont prides itself in being an emotionally intelligent and happy place to learn and work, where everyone is valued and challenged.

The school has an experienced, reflective and very supportive Governing Body that holds the Headteacher to account and helps drive improvement at an exciting and rapid pace.

The school’s budget has been well managed and is balanced at present. This has allowed us to build up a talented and dedicated Senior Leadership Team. We are well staffed with highly qualified teachers and support staff; our teaching staff is a blend of experienced and newly qualified teachers.

We are looking for a Headteacher who is dynamic, thoughtful, reflective and kind – someone who understands how children of all ages learn and develop a love of learning.

Our new Headteacher will:

* have excellent and inspirational leadership skills;
* want to ensure all stakeholders are engaged in a positive way;
* embrace the splendid features of our school and the challenge of moving us forward;
* demonstrate enthusiasm at the prospect of working at Bedfont Primary School.

These are challenging times for all school leaders, and we are therefore seeking someone who is well read and has a good understanding of the current political climate and how this is affecting State education and schools such as ours.

In addition to completing the application form, Governors ask for a Letter of Application that addresses the Person Specification and shows how you will build on the successful work of the current Headteacher.

We look forward to receiving your application and to learn what you can offer our children, staff, parents, governors and the wider school community.

Yours sincerely,

Paulette Miller and Margaret Rioga

**Chairs of Governors**

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At our last inspection, in June 2018, Ofsted judged us to be GOOD. Our priority is always to ensure that every child in our care achieves their very best, and we are committed to a high level of continuous improvement to ensure ongoing pupil progress and achievement.

Our current key school priorities are:

To further develop and enhance our broad curriculum so all children can access and progress through high quality learning experiences

To close the gap between disadvantaged children and their peers across the school achieved through an effective recovery curriculum.

To promote, support and implement procedures that enhance the wellbeing of our community.



About the Role

Bedfont is a larger than average primary school, situated close to Heathrow Airport.  We have a wonderful mix of cultures with over 50 languages spoken in the school.  There has been a school on the site for over 100 years. We pride ourselves in aiming for academic excellence, but also place high importance in developing the whole child through an exciting and engaging curriculum.

Our Ofsted inspection in June 2018 judged us a Good school. Here are just a few quotes from the report:

Pupils have positive attitudes towards reading. They speak enthusiastically about books they have read.

Children in early years make a positive start, building well on their early emergent reading, writing and mathematical skills. This is because teachers make accurate assessments of what children know and can do. Teachers’ observations capture the most significant milestones in children’s learning in a range of areas.

Our Current Head joined us four years ago and guided the school through Covid-19. We are looking for a dynamic individual with the passion and enthusiasm to drive the school forward and seize every opportunity for our staff, children and their families in an ever-changing educational landscape.

Our aspiration is to build upon the solid foundations that secured us our GOOD judgement, to ensure the focus remains on improving the outcomes for all our children whilst working towards becoming an OUTSTANDING school.

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The aim of Bedfont Primary School is for every member of the school community to feel valued and respected, and for all people to be treated fairly.  We are a caring community, whose values are built on mutual trust and so we teach our children to be aware of their rights and to respect the rights of others.

Our Vision

We believe that Bedfont Primary School children are uniquely talented individuals. No matter their starting points, we will nurture their love of learning so they can reach their full potential. We believe that by recognising and celebrating our diverse community, we will create global citizens that can improve their local community and the world around them. We believe that our children should be taught how to be effective team players and excellent leaders. We believe that through challenging learning experiences, our children will develop the resilience to succeed. We believe every child deserves equal opportunities of experience both in and out of school.

We believe our parents have a key role in pupil learning and development. Through school-parent workshops, a resource-rich website and parent-pupil learning experiences, we give our community of parents the skills needed to further enhance their child’s learning.

To reflect the diverse needs of our children and the community they live in, we have created a curriculum that is both broad and balanced. We believe that focusing on oral skills from entry to Bedfont Primary School leads to the language dexterity needed to succeed in our increasingly media-driven society. We believe that learning must have a purpose and that purposeful, intended outcomes motivate children.

Our teachers take a creative approach when planning learning experiences. Learning experiences are challenging opportunities where experimenting, investigating, expressing opinions and making informed choices allow our children become happy confident learners. These experiences can occur in school or out of school.

Bedfont Primary School’s aim is to create a safe and happy learning environment. The children learn the importance of morals so they can be responsible citizens within our community.  These are rooted in morals such as honesty, tolerance and respect. We expect our children to be ambitious and trustworthy, taking personal responsibility for their actions.

The staff at Bedfont Primary School put the child at the centre of all they do. We believe that a culture of learning must exist throughout our school so we put a heavy emphasis on staff development and creating school leaders of the future.

Our Values

We celebrate our successes through the following core values

* Compassion – show kindness and care for others
* Confidence – to try something new and believe that you can achieve
* Creativity  – to imagine things differently and better
* Calmness – to be healthy in body and mind
* Co-operation  – to work with others in school and our community
* Curiosity – to wonder about the world around and develop a love of learning



Curriculum Intent

We believe our children learn through our core values of courage, confidence, creativity, calmness, co-operation and curiosity. Our curriculum is based on the National Curriculum and develops skills that lead to independent learners and thinkers. We believe that verbal skills are key to the early success of our children. **Speaking and listening** skills are found throughout our curriculum, with opportunities given to develop these in a variety of ways.

Our curriculum is driven by **expected knowledge** at the end of units of learning and the **complementary skills** that are fundamental to individual curriculum subjects.

We believe that **enhanced learning opportunities**take place outside the classroom and so we take every opportunity to learn locally and within the London area. Where opportunities can be enhanced in school, we invite learning experts in to our school.

We believe that learning needs to be **driven by purpose** so we endeavour to drive our learning through a clear purpose. Inspiring outcomes lead children to think in an aspirational way.

Our curriculum has been designed to encompass knowledge and understanding of the world in which we live, as well as the events that have shaped it in the past to make it what it is today. The topics have been designed to complement and build on one another with clear progression and links so that in subsequent year groups, they will be able to explore concepts deeper, applying their knowledge in different contexts.



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**Quotes from Children**

*“Even though we are little we can do anything!”*

*“The teachers are kind and take care of you,”*

*“The teachers at Bedfont make us happy, they keep us safe and teach us new things in a fun and creative way. They support us to succeed.”*



**Quotes from Staff**

*“*Bedfont is a great school to work in, where I feel supported and valued by my colleagues. I feel lucky to work within such a great team.”

 *“*This is an ambitious and supportive school full of great staff. I have always felt supported and empowered to excel in my performance and development."

“Beginning my career at Bedfont has been the most supportive experience. All staff collaborate to create a positive, encouraging environment for adults and children.”

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**Quotes from Parents**

“All of my children have attended Bedfont Primary school and have been very happy here. When my son had some difficulties with attending school, I felt supported and the school helped us to put procedures in place to help him feel happier and secure at school. They have also been trying really hard to build his confidence. The teachers seem to really care and put lots of time and effort into the children.”

“'It has been our son’s second year in Bedfont Primary School. He first started his education in Pufflings and now is in Nursery. We are so happy with his progress and how fast he has settled in. He is looking forward to go to school every day and always comes out smiling. He talks positively about his teachers and enthusiastically explains what he has learnt every day. His confidence has grown a lot since he started school, especially when it comes to interaction with other children.”

  

“I’ve been a parent of Bedfont Primary School since my first child started pre-school in 2016 since then I now have two children who attend one child in year 3 and the other in year 1. Both children absolutely love coming to school I very much enjoy their excitement when being collected as they can’t wait to tell me all about their day. There’s never a dull moment whether it be getting a sticker or how many goals they got during football!

My children have excelled at Bedfont Primary and continue to do so with the support and encouragement from their teachers. As a parent I feel that it is important to establish and maintain a positive working relationship between myself and the school staff to ensure my children reach their full potential even during the lockdown periods when they were home learning. The constant support and communication from the school was great and that continues now even though my children are happily enjoying a normal school life.”

“I walked into Bedfont Primary School for the very first time 8 years ago when I brought my eldest son to nursery. My son is now in year 6 and it was the best decision I made. First and foremost, I feel confident that both my sons are safe and well cared for at Bedfont.”

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| **Key School Data**  |
| Type of school | Primary |
| Age range | 2-11 |
| Location | Hounslow |
| Type of establishment | Community School |
| Co-ed. or single sex | Co-educational |
| Budget | Balanced budget |
| Number of children | 610 |
| Average class size | 30 |
| Overall attendance | 96% |
| Last Ofsted inspection | June 2018 – graded Good |
| School Awards | *Healthy Schools* *Sing Up Gold Award**Eco-Schools Bronze Award**Stars Gold 2014**School Games Gold Award* |
| Total Staff | 82 |
| Number of teachers | 32 |
| Number of TAs | 23 |
| % of children eligible for Pupil Premium | 23% |
| % of children with SEND | 15% |
| % of children with EAL | 73% |
| Key stage 2 attainment (2019) |  | ExpectedStandard | GreaterDepth |
| ReadingWritingGPSMathsRMW | 70%83%80%85%63% | 25%18%40%26% |

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Job Advert:

**Headteacher**

**Bedfont Primary School**, Hatton Road, Bedfont, Middlesex TW14 9QZ

**Start Date:** September 2022 (or earlier if possible)

**Salary: L25 – L31 £79,489 - £91,539 (outer London)**

**A recruitment and retention allowance may be considered for an exceptional candidate with the right experience.**

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At our last inspection in June 2018 Ofsted judged us to be a Good school, and we are now looking forward with enthusiasm to working with a new Headteacher, who will aspire to lead the school forward to Outstanding.

Bedfont prides itself in being an emotionally intelligent and happy place to learn and work, where everyone is valued and challenged.

We are looking for a Headteacher who:

* has excellent and inspirational leadership skills;
* is dynamic, thoughtful, reflective and kind;
* understands how children of all ages learn and develop a love of learning;
* will ensure all stakeholders are positively engaged;
* will embrace the wonderful features of our school and the challenge of moving us forward.

You will be leading a dedicated, hard-working staff and will be supported by an experienced and committed Governing Body.

We welcome and encourage visits to the school. Please contact Mrs Catherine Russell on 020 8890 4755/7472 to make an appointment.

For further information on how to apply please visit the school website at [www.bedfontprimary.co.uk](http://www.bedfontprimary.co.uk)

**Closing date:** Tuesday 1st February 2022 at Midday

**Interviews are scheduled for:** Wednesday 23rd and Thursday 24th February 2022

**Please send all completed applications to Yvette Mayers, Schools and Commercial HR Manager via** yvette.mayers@hounslow.gov.uk

*Our school is proud of its commitment to safeguarding and promoting the welfare of children and expects all staff to share in this commitment. Appointment to this post will be subject to an enhanced DBS disclosure check*.

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Job Description: **Headteacher**

**The Headteacher will be responsible to the school’s Governing Body.**

The appointment is subject to the current conditions of employment for Headteachers contained in the current School Teachers’ Pay and Conditions Document. This job description is based on the National Standards of Excellence for Headteachers (2015).

**Statement of Purpose**

To provide professional leadership for the school that builds on its success and improvement, ensuring high quality education for all its children in a happy and vibrant school and continually improving standards of learning and achievement for all children.

**Key Responsibilities:**

***Shaping the Future***

1. Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
2. Works within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
3. Demonstrates the vision and values in everyday work and practice.
4. Motivates and works with others to create a shared culture and positive climate.
5. Ensures creativity, innovation and the use of appropriate new techniques and technologies to achieve learning excellence.
6. Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large.

***Leading Learning and Teaching***

1. Ensures a consistent and continuous school-wide focus on children’ achievement, using data and benchmarks to monitor the progress of every child’s learning and set challenging targets year on year.
2. Ensures that learning is at the centre of strategic planning and resource management.
3. Establishes creative, responsive and effective approaches to learning and teaching.
4. Ensures a culture and ethos of challenge and support where all children can achieve success and become engaged in their own learning.
5. Demonstrates and articulates high expectations and sets stretching targets for every child.
6. Implements strategies which secure high standards of behaviour and attendance.
7. Determines, organises and implements a diverse, flexible curriculum and implements an effective assessment framework.
8. Monitors, evaluates and reviews classroom practice and promotes improvement strategies.
9. Develops middle and senior leaders to support school improvement and develop a sustainable school.
10. Challenges underperformance at all levels and ensures effective corrective action and follow up.

***Developing Self and Working with Others***

1. Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
2. Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities.
3. Develops and maintains effective strategies and procedures for staff induction, professional development and performance review.
4. Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals.
5. Ensuring clear delegation of tasks and responsibilities.
6. Acknowledges the responsibilities and celebrates the achievements of individuals and teams.
7. Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory.
8. Regularly reviews practice, sets personal targets and takes responsibility for personal development.
9. Manages workload and that of others to allow an appropriate work/life balance.

***Managing the Organisation***

1. Creates an organisational structure, which reflects the school’s values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
2. Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities.
3. Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
4. Manages the school’s financial and human resources effectively and efficiently to achieve the school’s educational goals and priorities.
5. Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school.
6. Implements successful performance management processes with all staff.
7. Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
8. Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all children and provide value for money.
9. Uses and integrates a range of technologies effectively and efficiently to manage the school.

***Securing Accountability***

1. Fulfils commitments arising from contractual accountability to the Governing Body.
2. Develops a school ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
3. Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
4. Works with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities.
5. Develops and presents a coherent, understandable and accurate account of the school’s performance to a range of audiences including Governors, parents and carers.
6. Reflects on personal contribution to school achievements and takes account of feedback from others.

***Strengthening Community***

1. Builds a school culture and curriculum, which takes account of the richness and diversity of the school community.
2. Creates and promotes positive strategies for challenging racial and any other prejudice.
3. Ensures learning experiences for children are linked into and integrated with the wider community.
4. Ensures a range of community-based learning experiences.
5. Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of children and their families.
6. Creates and maintains an effective partnership with parents and carers to support and improve children’ achievement and personal development.
7. Contributes to the development of the wider education system by sharing effective practice and promoting innovation and partnership work.

***Safeguarding***

1. Responsible for promoting the welfare of all children and young people.
2. Keeps up-to-date with all areas of Safeguarding responsibilities across the school
3. Co-operates and works with relevant agencies to protect children.
4. Creates an organisational culture which prioritises and monitors the safeguarding of children and young people.
5. Ensures all paperwork is kept up-to-date and secure.

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**Person Specification**

Applicants will be aware of the National Standards of Excellence for Headteachers that includes the four domains, each with their own six characteristics, however Governors request that applicants specifically address the following criteria:

1. **Qualifications and Experience:**
* UK Qualified Teacher Status
* Successfully completed or part-way through NPQH; evidence of other successful post graduate study (e.g. MA in Education) would be an advantage
* A record of recent and relevant in-service training
* Proven successful recent leadership experience at a senior level within primary education as a Headteacher or Deputy Headteacher
* Substantial and varied teaching experience across the Primary range
* Experience of working with a diverse community
* Experience of working effectively with the school community and external partners
1. **Qualities and Knowledge:**
* To have a developed understanding of both the strategic role of the Headteacher and the importance of being a substantial presence in the daily life of the school
* An up to date understanding of national policy, curriculum developments and the statutory and legal framework within which a school operates including the new OFSTED framework
1. **Children and Staff:**
* The ability to identify potential in children and staff and to be insistent for their success as outstanding children and teachers
* A thorough understanding of, and commitment to, both inclusion and high expectations, so as to sustain a cohesive and aspirational school community based on a strong vision and firmly grounded values
1. **Systems and Process:**
* To understand fully what is required to lead a school efficiently, effectively and transparently for the benefit of children, staff and the local community, and at the same time understanding the importance of active challenge from governors and external agencies
* Evidence of a commitment to developing and sustaining a safe, secure and healthy school environment, in accordance with Safeguarding legislation
1. **The Self-Improving School System:**
* To have the creativity, resourcefulness and confidence to shape the continued success of the school for the future.