



Headteacher Pack

Ben Jonson Primary School

020 7790 4110

www.benjonson.towerhamlets.sch.uk



Welcome from the Chair of Governors	3
Recruitment Process Details	4
About the School	5
School Priorities for 2020 -2021	6
Our Vision.....	8
Our Values.....	9
Curriculum.....	10
Inclusion at Ben Jonson	11
Specialist Subject Teaching	12
Reading Statement	13
Relationships	14
Parents and Community	15
Future Direction	16
Partnership with Harry Roberts	16
SEMH Special Resource Provision at Ben Jonson.....	17
Pupil Outcomes	18
Ofsted	20
Financial Statement.....	21
Safeguarding	21
Governors.....	22
Headteacher Job Description	23
Person Specification	26

Welcome from the Chair of Governors



Dear Candidate,

On behalf of the Full Governing Body, we thank you for your interest in the position of Headteacher at Ben Jonson Primary School.

Ben Jonson is a large, inclusive and successful school in the heart of the London Borough of Tower Hamlets. The school is proud to serve the children and families living on the Ocean Estate and the surrounding areas in Stepney, and has done so for nearly 150 years. We work hard as a whole school community to give our children the best possible start in life and to imbue them with a love of learning. Every member of our school is motivated to be brave, kind and curious and to take pride in their achievements. We are an inclusive school in the truest sense of the word as we believe every child has the right to come to their local school whatever their need. As a result, we have a reputation for being successful in including a great many children with additional special needs; a reputation we are very proud of.

Hence, Ben Jonson holds a special place in Tower Hamlets. Every time my colleagues and I visit the school we feel the buzz of energy from our happy and thriving children. They are curious to learn and taught to probe. The children participate in class learning with enthusiasm. My colleagues and I have attended lessons and we see children asking questions without reservation. We have attended debating sessions and have seen all children of all abilities confident to participate. We hear debaters express coherent arguments and views about their topics.

Our children are keen learners who have respect for one another and for the staff who look out for them. Whether in lessons, attending assembly, moving around the school the children are respectful, caring and full of pride. The inclusive ethos is evident all around the school. The Headteacher's office backs onto the Year 1 and Reception playground and from, time to time, we hear a gentle knock from children on the Headteacher's glass door seeking to share their discovery. This reflects the openness of the school. We see teachers and support staff committed to do their best for the children, and leaders (with years of primary school experience) with the vision to shape and direct the development of the school. During the pandemic year our staff excelled, ensuring pupils were safe and that they received effective home schooling.

Thanks to Monica's excellent leadership the school has flourished and now we are looking for a headteacher who will continue to build on the positives and further add his/her leadership stamp to this culture of success. We are keen to hear your views on how you would seek to: improve teaching and learning; develop the curriculum; nurture leadership; inspire all staff; manage our resources; whilst gaining the best possible outcomes for our children.

Our wider community is important to us, whether it be the mutual support between our staff and parent/carers, gaining strength from working with other local schools, engaging with business and community organisations, or our partnership with the Local Authority. We are part of the Tower Hamlets Partnership and we are very active members of our local school alliance. We believe that partnership and collaboration is vital to the success of our school and community but that our success should not be to the detriment of other schools.

The school is supported by an experienced and collegiate governing body who participate actively and sensitively to fulfil their strategic role, celebrate the school's achievements and contribute to the process of school improvement.

We hope you will be encouraged to apply for this position and we recommend you visit the school (observing necessary protocols) as we understand how crucial a visit can be in deciding if this is the post for you. Monica, our current Headteacher, will be happy to meet you and answer any questions you may have.

Andrew Best, our recruitment adviser, will manage all correspondence and I will happily discuss any questions you may have by email or phone.

Yours sincerely,
Dharmendra Nair, Chair of Governors



Recruitment Process Details



To start: January 2022

Salary range: L24 to L32 (£82,277 to £98,355)

Group 4 school - NOR - 588 (rising to accommodate Harry Roberts and SEMH provision)

Closing date for applications: 12 noon on Monday 24 May 2021

**Interview date: Thursday 10 and Friday 11 June 2021
(Candidates will be notified of attendance by Friday 4 June 2021)**

**Please visit the school website to obtain a copy of the application form:
<https://www.benjonson.towerhamlets.sch.uk/vacancies>**

Email your completed application form to andy.best@forschoolseducation.co.uk

A visit to the school is essential and can be booked by contacting Asma Mushtaq on 0207 790 4110 or by email at amushtaq@benjonson.towerhamlets.sch.uk.

The headteacher Job Description and Person Specification can be found at the back of this pack.

To apply for this role please complete the Tower Hamlets application form.

In addition to the application form you are required to respond to the Person Specification requirements for this role with evidence and examples of your experience. You are not at this stage expected to respond to all points as many can only be established at interview. Your response to this should be no longer than 2 sides of A4 in Arial 11 font.

You are also required to provide a personal statement with the reasons why you would like to be the new Headteacher of our school. Your personal statement should be no longer than one side of A4 in Arial 11 font.

If you have any questions about the role or the process of application, please call Andrew Best on 07917 080201.

We are committed to ensuring equality and diversity is central to the operation of our school through the staff we employ and the provision that we make.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

About the School



Ben Jonson is a welcoming, ambitious and inclusive three-form entry community primary school for children between the ages of four and eleven. We share a site with Harry Roberts Nursery School; we work closely together to serve the community in the heart of the Ocean Estate, Tower Hamlets.

The school's greatest asset is the children. Our children are happy, curious, hardworking and motivated to do their best. They are eager to learn and make the most of opportunities to participate in a range of trips, projects and extra-curricular activities. Their parents and carers take every opportunity to support and engage with the school in their child's learning; we value this.

The staff at Ben Jonson are dedicated, talented and work hard for all the children. This is evident in the high expectations all staff have for every child's wellbeing and achievement. Our curriculum is well-resourced and enhanced by specialist teaching for music, art, dance, computing and design and technology.

The first Ben Jonson School opened its doors in 1873. The building housed infant, junior and senior schools. The building was destroyed after being bombed during the Second World War. The school is proud of its history and legacy; a former pupil at Ben Jonson, Alfred George Drake VC, was awarded the Victoria Cross for an act of service and great courage during World War I.

There has been a school on the Harford Street site since 1952. The current school building is a beautiful, spacious and modern building that allows us to provide a rich and stimulating environment where learning flourishes. Our commitment to the arts is palpable as you walk around the building. Our impressive grounds border the historic Regent's Canal and the wide-open spaces of Mile End Park, but are just a short distance from the City of London.

Our website gives you a sense of school life. You will find lots of general information about us there. Do go to the media section especially as you will see our children in action!



brave kind curious

The Ben Jonson Way

The school's core purpose is to ensure all children, groups and individuals, make good progress. In particular, our aim is to ensure that those we deem disadvantaged are able to make progress alongside their peers and any gap in attainment is diminished. We will do this by:

Priority 1	Strengthening relationships and independence
	<i>Areas of focus</i> Restorative Justice - To develop a restorative culture in Ben Jonson - To embed restorative approaches in how at Ben Jonson we respond to conflict - To develop our values in-action of Brave, Kind and Curious - To develop how success is acknowledged and celebrated for children, staff and families. SEMH - To embed an integrated Social, Emotional, Mental Health (SEMH) offer across Ben Jonson school from universal to specialist - To raise the standard of universal SEMH provision across Ben Jonson - To embed the use of Zones of Regulation and Emotional Coaching to support SEMH wellbeing of children - To develop the 'establishment phase' to jump start development of safe, positive, reliable relationships - To increase range of SEMH provision at targeted and specialist support (wave 2 and wave 3).
Priority 2	Building reading power
	- Texts linked to all subjects across the curriculum - Provide wide range of reading experiences that scaffold the development of reading skills - Reading takes place in all units for a range of purposes, including research - Children have access to and are encouraged to engage with texts that develop their 'Cultural Capital' - All children read at home, have access to high quality texts that are changed regularly and at right level of challenge - Children are inspired to read by engaging initiatives and text choices - The lowest attaining 20% receive targeted support - Teachers have an accurate understanding of children's attainment and next steps - Reading is celebrated throughout the school in a visible way.

Priority 3	<u>Implementing a responsive curriculum</u>
	• Develop and implement an interactive system for remote education via Google Classroom • Implement the new curriculum model for the first year • To develop learning journeys to support thematic planning for units • To develop curriculum 'one pagers' to support medium term planning and the new curriculum • Texts linked to all subjects across the curriculum to support cross-curricular work • To ensure assessment always feeds directly back into planning through the use of the feedback journals • Teaching is tailored more accurately to the needs of all learners, including those with SEND.
Other key areas of work for 2020 -2021	
	• Developing a partnership with Harry Roberts Nursery • Developing and implementing a SEMH specialist resource provision in partnership with Bowden House school • Re-establish the school as a learning and working community post-covid (with contingency planning for another lockdown in place)



At Ben Jonson we are *Brave, Kind and Curious*, it's the Ben Jonson Way.

Our school is a welcoming, caring, stimulating, happy and inclusive school which nurtures and inspires. Ben Jonson Primary School's core purpose is to ensure all children, groups and individuals, make good progress. In particular, our aim is to ensure that those we deem disadvantaged are able to make progress alongside their peers and any gap in attainment is diminished.

Every member of our school is motivated to be *Brave, Kind and Curious* and to take pride in their achievements. The school's vision for its children emphasises three key elements that helps us to see what we are aiming for as we serve our children, the community in which they live and the world they are preparing to enter.

Our Vision

Every child is appreciated as an individual **unique learner**

They are brave: they face challenges and are resilient; they are not afraid to care for others; they are confident and have self-assurance; they make mistakes and learn from them.

Every child is encouraged to develop **strong positive relationships**.

They are kind: They listen to each other and learn together; they are respectful and tolerant of different views and ideas; they are aware of their feelings and how these affect others; they make choices that help them and others learn.

Every child engages with high quality **learning and development**.

They are curious: They take advantages of the rich opportunities for learning they are offered; They develop skills that make learning connected and relevant; they use the spoken and written word to become confident, effective communicators; they are aware of how they learn best and what they need to work on to become even better learners.



brave kind curious

The Ben Jonson Way

Our Values

Our values are the principles that guide our actions as practitioners. As we develop our practice at school to meet the demands of our ambitious vision, we feel it is important to be guided as we make decisions that affect our pupils and their chances in life.

The best for each child All children deserve an equal chance of success and to reach their full potential. We know all children as individual learners. We have high expectations for every child and ensure they take pride in their achievements.	High-quality care and positive relationships Children thrive when they feel safe and their emotional needs are met. We follow restorative principles where relationships matter and responsibility can flourish.	Values-led learning The curriculum is driven by an interest in developing responsible, ethical and collaborative individuals. The ability to communicate effectively in the spoken and written word is essential.	Responsive teaching Teaching is a creative and dynamic process that responds to the needs and abilities of individual children. Pupils have the opportunity to develop knowledge skills and understanding in a range of ways that match with their strengths as learners.	Knowing pupils as individuals Assessment is about noticing what children can do and what they know. It enables us to identify strengths and needs – social, emotional and intellectual. It rests on a deep understanding of child development.	Developing independent learners Being an engaged, active creative and critical learner are at the heart effective learning. Pupils are taught and encouraged how to reflect on their learning to take increasing control of the learning process	Partnership with parents Parents are a child's first educator. We encourage all parents to talk, play and read with their children. We know strong partnerships with parents and the community make the greatest difference to children's achievement and equip our children as global citizens.
--	--	---	---	---	--	--



brave kind curious

The Ben Jonson Way

A key priority for the last few years at Ben Jonson Primary School has been around the development of our curriculum. Involving all stakeholders, we have reviewed our vision and clarified our values so that they are at the heart of what we teach and what our children learn. We use the new National Curriculum as the basis for our 'learning journey' approach which groups subjects together in an engaging way to motivate children. We recognise that the National Curriculum, although important, only contains the frames of essential content that pupils are expected to know, apply and understand. Our Ben Jonson curriculum is wider as it considers the diversity of our community of learners, their interests and aspirations. The totality of the experience of our children is at the heart of our curriculum and is what makes learning here memorable. Our mission is to empower children to grow and develop into responsible, ethical and caring individuals.

At Ben Jonson we foster an environment where all children learn to be and understand the importance of being, brave, kind and curious. The curriculum is driven by these values and by our mission to ensure that all children realise their potential.



Brave

We teach our children to be:

- Resilient and able to persevere with something difficult or challenging
- Being determined to be successful as well as have a go at something they don't like
- Confident to have their own views and opinions and be confident enough to express them
- Able to stand up for what they believe in and what they know to be right
- Confident in their learning, to see the benefits of taking risks and learning from mistakes

Kind

We teach our children to be:

- Respectful of each other and the adults they work with
- Mutually respectful and tolerant of those with different faiths and beliefs and those without
- Able to live and work with a range of other children in a range of situations to benefit their own and others' learning

Curious

We teach our children to be:

- Inquisitive and interested in the world around them
- Keen to learn and understand how things (and people) work
- Willing to take-up new opportunities and engage with new experiences through our daily curriculum, after-school clubs, special events and residential trips
- Able to ask thoughtful questions
- Willing to ask for help or clarification with things they are unsure about.

Ben Jonson is an inclusive school in the truest sense. The term 'inclusive' for the school is not just an adjective but a value and a badge of honour.

The school aims to ensure that:

- Every child should realise their potential in a caring supportive environment which promotes and provides equal opportunities
- We secure best outcomes for all children, including those with SEND
- All children are recognised and valued as Brave, Kind and Curious learners who are able to challenge themselves and others
- Children are recognised as unique individuals with a variety of talents
- We support children to develop these individual talents, to build a positive self-image and to provide opportunities for each child to excel
- Having English as an Additional Language or being new to the country is not considered a special need; bilingualism is encouraged and considered to be an advantage.

We are proud of our reputation for being effective in meeting the needs of a great many children with special educational needs amongst other needs. We fundamentally believe that every child has the right to go to, and have their needs and talents met in, their local school; we work hard to make sure this happens. All children join in every aspect of school life with their peers whether it is learning together in the classroom, staying overnight on a residential trip, attending assemblies or attending sports day at Mile End stadium. In order for this to happen we understand that all children have needs and our provision must be personalised and targeted to ensure we understand and respond effectively. The needs of almost all children can be met through a personalised curriculum within the usual classroom environment. Some children will need extra support and require changes and adaptation to access the curriculum. As a result of our success we have many children with a diagnosis of autism and many children with Education Health Care Plans (EHCPs). We are developing a specialism in SEMH which is underpinned by our universal SEMH offer in the mainstream school.

We have a robust and multi-disciplinary Inclusion Team to support a wide range of need in and out of the classroom. The work of the team aims to ensure:

- The early and prompt identification of children who need additional support
- That children have access to specialist provision to meet additional needs
- Pupil voice is valued, listened and responded to through a well-established student council, the use of circle time in class, learning mentor sessions, pupil centred annual reviews etc
- Children's progress is monitored through the plan, do, review cycle in line with the SEN code of practice 2014 in partnership with parents, children and external agencies
- Families in need receive support on site or are signposted to where they can access relevant support
- That provision is impactful and is regularly monitored and reviewed
- Staff are worked alongside with and receive training and support to enable them to meet the needs of the children.



Our new curriculum is cohesive and interconnected so that teaching and learning is supported by exciting and stimulating learning experiences that make meaningful connections. This integrated and thematic approach is strengthened by the expertise and guidance of our specialist teachers in music, art, DT, dance and computing.

Our specialist teachers are experienced subject experts that teach these subjects in their own well-resourced classrooms. They teach across the whole school resulting in all children having access to a high-quality broad curriculum from the start of their journey with us. Visitors to our school often notice the high standards of expressive arts, music and computing both displayed and physically occurring around the school and we firmly believe this provision enables our children to have access to secondary standards of these subjects and transition to secondary school better as a result.



At Ben Jonson, we put reading at the heart of our curriculum. We seek to develop skills of fluency, understanding and comprehension through our teaching. Our children are supported to become confident readers with a life-long love of reading for pleasure. In our school, children read in a variety of situations; independently, in small groups, 1 to 1 with adults and in shared class sessions.

Early Reading

In our Foundation Stage and Key Stage 1, children are taught systematic phonics through the use of the “Readwrite Inc” programme. They are taught phonemes (sounds), how to blend sounds for reading and how to segment sounds in order to write. Phonics is taught daily in groups. In addition to phonics, children are taught high frequency words through a progressive approach.

All children in Key Stage 1 are provided with a levelled home reading book which is changed at least once a week. Families are encouraged to read at home as often as possible, but at least 3 times a week. Teaching teams monitor reading at home and provide support for families to get the most out of their reading time together.

Reading in Key Stage 2

In Key Stage 2, we teach reading through daily reciprocal reading lessons. This approach focuses on the core skills of predicting, clarifying, questioning and summarising. These skills allow children to explore different aspects of books while building key oracy skills.

Texts chosen support wider curriculum topics to deeper learning and understanding across the curriculum. We use a multi-sensory approach to texts that supports our central belief in inclusion, providing alternative, connected texts to those children who may find the core texts challenging.

We believe reading should feature in all curriculum subjects. When planning topics, teachers embed reading opportunities across the curriculum. We map books children will be exposed to throughout their Ben Jonson journey and make sure they enjoy a variety of high-quality texts through all subject areas.

Reading for Pleasure

Children at Ben Jonson are encouraged to read widely and often. All classes hold a daily ‘storytime’ where adults and children enjoy a class book. We have a well-stocked school library that classes access weekly and children can borrow books from.

We have also created our own reading canon of recommended texts for each age group. The canon encourages the reading of a range of text types, cultural capital and backgrounds. All year groups have copies of their reading canon for children to borrow and enjoy.

We promote and celebrate reading regularly through school and phase assemblies, school council initiatives and reading events such as World Book Day. Our adults are also encouraged to become “Reading Champions” where they sponsor a child who needs extra support or motivation to read. Our Reading Champions are role models who read regularly with their child and encourage greater engagement with reading.



At Ben Jonson we are developing relational approaches to how we teach and how children learn. In this way we are guided in how we develop our interactions with each other as practitioners, our interactions with children and our interactions with the community. Our restorative principles mean we strive to create a culture of high support and high challenge to get the best out of each other and develop responsible, ethical and collaborative individuals (children, staff and families).

Our approach is guided by extensive training in a range of related areas. We have a good understanding of trauma-related practice and understand the needs of children stem from their earliest experiences. We teach all children the importance of understanding their own emotions and importantly being able to articulate their feelings in a range of situations.

Zones of Regulation teaching means children are able to talk through these feelings and develop strategies for managing their feelings as they move from one emotion to another.

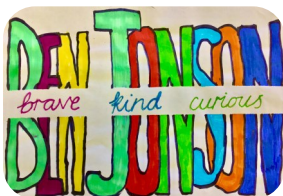
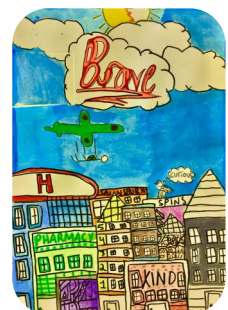
We employ emotional coaching strategies to work alongside our children to help them develop self-regulating behaviours on an increasingly independent basis. These approaches apply across all staff from midday supervisors to teaching assistants, office staff to our extensive inclusion team and from SLT to teachers. When shared with parents we begin to develop expertise across the whole school community thus developing a shared understanding of how positive relationships can be fostered and developed.



Restorative principles at Ben Jonson



- Relationships matter
- Difference is an asset
- Be more curious than judgemental
- Be more collaborative than competitive
- Be both supportive and challenging
- Be responsible for what's yours
- Enable and allow others to be responsible for what's theirs
- Listen to understand
- Ask more than tell
- If anything isn't clear, ask
- Be kind



brave kind curious

The Ben Jonson Way

We pride ourselves on building strong relationships with our parents and our community. We see families as the first and key educators in children's lives.

Our families have high aspirations and are keen to participate in their children's education and in the life of the school. We support this through holding regular parent workshops and open dialogue. Families are quick to let us know when we can do something better and also when we have got it right. We really value this feedback.

We have over 12 languages spoken, with the majority of our families having Bangladeshi heritage. Every family is unique and brings with them their assets to our Ben Jonson community.

Have a look at our website to see the universal offer for parents. We also offer targeted support where it is necessary.



Partnership with Harry Roberts

The governors of Harry Roberts Nursery and Ben Jonson Primary School are proposing to merge the two schools to form a three-form entry 3-11 primary school, with 1.5 FTE Nursery from January 2022 subject to the Local Authority approval in autumn 2021.

Both schools believe this is good for children's education because it makes the most of the expertise of the staff across the nursery and primary age range. By bringing the two schools together children will be given the benefit of outstanding nursery practice underpinning a rich and inclusive primary experience.

Both schools already work closely together and engage in joint planning, they share resources and expertise and are continually developing their links.

It is proposed that the new Headteacher of Ben Jonson will be headteacher of the merged schools with the current Nursery Headteacher as Head of Early Years. A single governing body will oversee the merged school.

By joining together, we will create further opportunities to enhance the education offer:

- Wider access to resources for all our children
- Ensuring high quality early years provision is embedded at the heart of children's educational experience
- Continued access for pupils and their families to extended services and facilities
- Greater transition support for all children (especially those who have been identified as having an additional need) across the Early Years phase and into Key Stage 1;
- Greater opportunity for Early Years, Key Stage 1 and Key Stage 2 phases to keep improving and moving forward
- Greater financial stability to make certain we continue to offer a high quality provision
- More development opportunities for the staff, such as shared training and the chance to work more closely across the curriculum and gain experience and understanding of all key stages
- Continued development of our strong community links.

There will be an exciting opportunity to bring together Early Years play space and integrated nursery and reception provision. The Reception classes will move from their current location to be closer to the Nursery classes giving the children in Reception access to the outside learning space. This close



SEMH Special Resource Provision

An integrated 24 place Primary SEMH special resource provision (SRP) is to be established at Ben Jonson Primary School from 1 September 2021 as part of the Tower Hamlets SEND Strategy and Primary SEMH Implementation Plan. The Local Authority's education policy is to move towards integrated specialist provision where appropriate, and matched to children's needs.

The SEMH provision is to be a partnership between Ben Jonson Primary School and Bowden House School and has been commissioned by Tower Hamlets Local Authority.

Bowden House is a 9-19 Residential Secondary Special School based out of the borough, catering for boys with Social, Emotional and Mental Health (SEMH) needs. Up to 12 children at our site will be on the Bowden House school roll.

This integrated provision comprises of an SRP (for girls and boys) wholly managed by Ben Jonson Primary School (integrated within the mainstream classes in school) and a primary extension of Bowden House School wholly managed by Bowden House but based on the Ben Jonson site. There will be up to 12 places in both the Ben Jonson SRP and in the Bowden House SRP.

The SEMH SRP will be integrated through the establishment of a Joint Steering Group, with representatives from Ben Jonson and Bowden House governors ensuring accountability for the work and outcomes of the SRP. The Steering Group will report back to the two governing bodies at least termly.

It will deliver a provision for children whose needs can only be served through a flexible approach, tailored and adapted to the needs of each individual pupil. It will be for children who may need to spend significant proportions of their time accessing specialist support from the resources provided to the SRP. In order for the appropriate support to be flexibly accessed through the provision all children attending the SRP will have Bowden House Primary or Ben Jonson specifically named in their EHC Plans.

This is an exciting development for the school and will serve a very specific need in the borough. In order to accommodate this additional provision, there will be a need for some changes to the current building arrangements.

This proposal has received Cabinet approval and a feasibility plan has been drawn up setting out the changes needed to accommodate Bowden House on site as well as the pupils in the Ben Jonson aspect of the provision. Work will commence during the summer holidays.

More information about the SEMH provision can be obtained when speaking to the headteacher during a visit to the school.

EYFS Results	2019		
Subject/Aspect	School Results	National Results	
Good level of development	72%	71.8%	
Year 1 Phonics Check Results	2019		
Subject/Aspect	School Results	National Results	
Overall	75%	82%	
KS1 Results	2019		
Subject/Aspect	School Results	National Results	
Reading % ARE +	70%	75%	
Reading % greater depth	23%	25%	
Writing % ARE +	71%	69%	
Writing % greater depth	14%	15%	
Mathematics % ARE +	75%	76%	
Mathematics % greater depth	18%	22%	
KS2 Results	2019		
Subject/Aspect	School Results	Progress Score	National Results
Reading % ARE +	70%	1.1	73%
Reading % greater depth	25%		27%
SPaG % ARE +	78%		78%
SPaG % greater depth	28%		36%
Writing % ARE +	78%	1.7	78%
Writing % greater depth	17%		20%
Mathematics % ARE +	75%	1.4	79%
Mathematics % greater depth	24%		27%
R, W&M % ARE +	64%		65%
R, W&M % greater depth	8%		11%

Year 6 data at the end of December 2020

(Expected for this test means children *already* at expected standard for May 2021)

	Reading		SPAG		Maths	
Class	Expected+	WGD	Expected+	WGD	Expected+	WGD
Arctic	67%	37%	63%	17%	67%	13%
Baffin	70%	17%	77%	13%	76%	14%
Timor	50%	20%	63%	17%	50%	7%
Overall	65%	26%	68%	16%	64%	11%

Year 2 data at the end of December 2020

	Reading		Writing		Maths	
Class	Expected+	WGD	Expected+	WGD	Expected+	WGD
Aegean	57%	7%	57%	0%	61%	7%
Flores	48%	10%	48%	10%	52%	10%
Tasman	52%	3%	59%	7%	59%	3%
Overall	52%	7%	55%	6%	57%	7%



Ben Jonson was inspected by OFSTED in November 2017 and was graded as a Good school.

The inspection recognised:

- Strong leadership, effective training, high expectations and rigorous performance management have ensured that teaching is typically good across the school. As a result, the school is improving.
- The leadership team knows that there are still challenges that need to be addressed. Leaders are ambitious and united in tackling them.
- Some leaders and governors are more effective in their leadership, use of assessment information and the tracking of pupils' outcomes.
- Governors and leaders ensure that statutory requirements to keep children safe are effective.
- The school's curriculum is good. It is enriched by visits out of school and a wide range of extra-curricular clubs, which pupils' value and enjoy.
- The teaching of mathematics has improved over time. Pupils are using and applying their mathematics skills more effectively than previously.
- Teachers know their pupils well. The teachers of older pupils use the information they have about pupils' current abilities to plan and adapt activities that help them achieve well.
- Pupils' attitudes to school are positive. They enjoy the wide range of activities provided for them and are keen to learn.
- Parents and pupils are positive about the care, guidance and support provided by staff at the school. Pupils said that they feel safe in school.
- Pupils respond well to the high standards expected of their behaviour, showing care and respect for each other.
- The leadership and teaching in early years have improved to produce better outcomes. Children settle quickly and are already confident to play independently, which helps extend their thinking and understanding.
- Pupils who have special educational needs and/or disabilities are supported well and make good progress.
- Strategies to support pupils who speak English as an additional language and those who have recently arrived in the country are effective. Their communication skills improve rapidly.

Next steps for the school:

Improve impact on pupils' outcomes by ensuring that:

- key stage 1 teachers track pupil progress and adapt work with the same precision that is evident in the tracking of the progress of older pupils in the school, so that all pupils make substantial progress
- leaders, including governors, use assessment information incisively to ensure that priorities in phonics, reading and key stage 1 continue to be addressed quickly.

Like all schools Ben Jonson faces budget challenges over the next few years which can be more clearly explained by a conversation with the current Headteacher. Ben Jonson is a PFI school.

Safeguarding

Ensuring children's wellbeing and safety is at the heart of practice at Ben Jonson Primary School. There is a strong and experienced safeguarding team, led by the Deputy Headteacher and the Assistant Headteacher for Inclusion.

Key staff and governors ensure that that all aspects of safeguarding are monitored including safer recruitment, to Prevent duties, through to child protection and mental health needs.



The Governing Body of Ben Jonson Primary School is made up of governors who have been elected, and of people from outside the school, who have been appointed by the Local Education Authority or have been co-opted by the Governing Body itself.

The Governing Body is responsible for the strategic management of the school and works closely with the Senior Leadership Team. Governors are responsible for agreeing the annual budget, for ratifying school policies and scrutinising performance to enable them to work with the school to raise standards.

Chair of Governors – Dharmendra Nair (Co-Opted)

Vice Chair of Governors – Lynne Roberts (Co-Opted)

Headteacher – Monica Forty

Rich Clensy (LA Governor)

Mandla Shongwe (Co-Opted)

Layla Richards (Co-Opted)

Jennifer Jones (Staff Governor)

Andrew Georgiou (Co-Opted)

The governing body will be reconstituted this academic year to reflect the new and developing aspects of the school.



Dharmendra Nair
Chair of Governors



Lynne Roberts
Vice Chair of Governors



Dr Ray Hall
Local Authority Governor



Mandla Shongwe
Co-opted



Layla Richards
Co-opted



Rich Clensy
Co-opted



Jennifer Jones
Staff Governor



Andrew Georgiou
Co-opted Governor



Monica Forty
Headteacher

Salary: L24 to L32 (£82,277 to £98,355)

Qualities:

Our Headteacher should be passionate about achieving the best possible outcomes for all our children. They will value people and care about the whole family: parents, carers and children. The Headteacher will be welcoming, genuinely friendly and visible to parents. Our Headteacher will have empathy, understand the importance of listening and enjoy learning. The Headteacher will enjoy celebrating success, in all its forms, and have a strong belief in growing the whole child.

Their style of leadership will be calm, considerate and inclusive, using distributed leadership to facilitate decision making and to deliver the school's strategies. Decisions will be made with reference to the school's aims and values. Initiatives will be given the appropriate time to become embedded and successful. They will understand our changing and growing community, and will have the ability to build and maintain a sense of community and common purpose. Motivating staff and a focus on their development will be a key part of our Headteacher's day to day activities. They will be outward facing, collaborating with other schools, the Local Authority and other organisations for the benefit of our pupils and their families.

Duties, ethics and professional conduct:

This job description is subject to the general conditions of service for a Headteacher as set out in the current School Teachers Pay and Conditions Document. This job description is aligned to the Headteacher Standards – October 2020. Our Headteacher is expected to demonstrate consistently high standards of principled and professional conduct (see Headteacher Standards – section 1). They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Our Headteacher will uphold and demonstrate the Seven Principles of Public Life (the Nolan principles) at all times.

Main Purpose:

The Headteacher will, through their own actions and working with the Senior Leadership Team (SLT), provide professional leadership, vision and strategic direction for our school in order to ensure the highest quality of education and a positive and enriching experience for all our pupils. Our Headteacher will:

School Leadership & Culture

- establish and sustain our school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where our pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- develop leadership capacity and teamworking across the staff team
- promote positive and respectful relationships within school and across the wider community, and create a safe, orderly and inclusive school environment
- ensure a culture of high staff professionalism

Teaching and Learning

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- promote a positive learning culture that will enable pupils to become effective, enthusiastic, independent learners committed to life-long learning
- ensure effective use is made of formative assessment

Curriculum and Assessment

- ensure a broad, structured, creative and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour and Attitudes

- establish and sustain high expectations of behaviour, punctuality and attendance for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff, parents 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 our school model and teach the behaviour of a good citizen

Additional and Special Educational Needs and Disabilities

- ensure our school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure our school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure our school fulfils its statutory duties with regard to the SEND code of practice

Professional Development

- 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 standard 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

Organisational Management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- promote the welfare and wellbeing of pupils and staff through effective training and management
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are recruited, deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable our school to operate effectively and efficiently
- maximise the benefit to be gained from ICT in learning and operating our school
- ensure rigorous approaches to identifying, managing and mitigating risk
- maintain a safe and healthy environment in school that complies with our school policies and statutory requirements

Continuous School Improvement

- make use of effective and proportional processes of evaluation to 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 our school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in Partnership

- forge constructive relationships beyond our school, working in partnership with parents, carers and the local community
- commit our school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and Accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and 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

This Job Description forms part of the contract of employment of the person appointed to this post.

Our School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

	Criteria	
Qualifications	Qualified Teacher status	E
	Graduate level qualification	E
	Completed NPQH (except substantive Headteachers in post before April 2004)	D
	A record of recent and relevant in-service training	E
Experience	Proven successful leadership at senior level in a primary school as a Head Teacher or Deputy Head or equivalent	E
	Experience of working in an urban setting (inner-city).	D
	Experience of working in a culturally diverse community.	D
	Experience of working effectively with the school community and external partners.	E
	Experience of developing a differentiated and creative curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs.	E
School Leadership and Culture	Ability to strategically develop and lead a school in partnership with governors and in consultation with the school community.	E
	Proven track record of the ability to raise significantly the academic and personal achievement of all pupils.	E
	Have the intellectual understanding and emotional intelligence to manage the well-being and development of pupils and staff. As a result, enhance leadership capacity and teamworking.	E
	Ability to innovate and find creative solutions to a wide range of issues.	E
	Excellent interpersonal and communication skills, both oral and written, to communicate a vision and inspire and motivate the whole school community.	E
	Evidence of the ability to promote positive and respectful relationships to create a safe and inclusive school environment.	E
Teaching and Learning	Ability to identify and develop high-quality teaching.	E
	Able to create the conditions for a positive learning environment that enables pupils to become life-long learners.	E
Curriculum and Assessment	Know how to develop and maintain a broad, structured, creative and coherent curriculum which clearly sets out the knowledge, skills and values that will be taught.	E
	Ability to use, analyse and monitor pupil assessment data to identify needs and trends to promote an appropriate level of challenge to all pupils.	E

Behaviour and Attitudes	Proven skills to establish consistent systems and procedures which bring about effective behaviour management, punctuality and good attendance.	E
Additional and Special Educational Needs and Disabilities	Evidence of a commitment to an inclusive education which addresses the needs of all learners in a diverse community.	E
	Evidence of knowledge and experience of including children with SEMH	D
Professional Development	Evidence of a commitment to the continuing professional development of self and other members of staff.	E
Organisational Management	Knowledge and understanding of how to sustain a safe, secure and healthy school environment, in accordance with Child Protection and safeguarding legislation.	E
	Knowledge of legal issues relating to managing a school including health and safety, equal opportunities, race relations, disability, human rights and employment legislation.	E
	Experience and understanding of managing financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.	D
	Experience of recruitment and management of staff and their workloads.	E
	The ability to prioritise tasks, make informed decisions and implement them in a flexible manner.	E
	An understanding of technology and its role within the classroom and in the running of the school.	E
	Experience of identifying, managing and mitigating risks.	D
Continuous School Improvement	Evidence of the ability to establish robust systems of quality assurance, develop effective improvement plans and to ensure their consistent implementation and impact.	E
Working in Partnership	Ability to work constructively and effectively with parents, carers and the local community.	E
	Evidence of willingness to work in a collegiate way with colleagues, other local school and the Local Authority/THP	E
Governance and Accountability	Knowledge and experience of governance and external accountability.	E
	The ability to use performance management and line management to secure accountability and improve performance.	E

E- Essential, D Desirable

Appointment to this post is subject to a satisfactory enhanced DBS check. This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions which would be regarded as spent for other purposes.



Ben Jonson Primary School
Harford Street London E1 4PZ

020 7790 4110

www.benjonson.towerhamlets.sch.uk