



# Headteacher Application Pack



LIFE Education Trust

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**We are looking to appoint the new Headteacher of Benhurst Primary School to take the school on the next steps towards being the best that we can be.**

**We are seeking:**

- A forward-thinking school leader with a proven track record in raising standards by working with and motivating others
- Someone who is passionate about delivering the best possible education to the pupils in our school
- A candidate who has a clear understanding of the primary curriculum and how to secure progression for all pupils throughout their time at Benhurst
- Someone who understands the specific needs of disadvantaged and SEND pupils and has solutions for raising their outcomes whilst ensuring that they experience a happy and diverse range of opportunities
- A team player who will work collaboratively with the school's experienced Senior Leadership Team as well as with the other schools in LIFE Education Trust and our other local schools

Benhurst Primary School is a two-form-entry school in the London Borough of Havering, on the border with Essex. We are a proud member of LIFE Education Trust, whose mission is to "Build Great Learning Communities" based on the core beliefs of Boundless Creativity, Courageous Optimism and Heartfelt Compassion.

Our school motto is "Only my best is good enough for me". All of our pupils, families and staff are committed to this, along with the seven values that can be seen on the school's logo; not just in terms of learning but in their behaviour and personal relationships as well, making ours a very friendly, happy and safe community.



# Application Process

## Salary range:

L17-23 (Outer London pay scale)

## Start date:

September 2021

## Interview dates:

March 16th and/or 17th

## Deadline for applications:

March 8th at 12:00 noon

## Shortlisting:

March 11th

## Socially-distanced visits:

March 1st – 3rd



For further information about the school and trust, please visit:

[www.benhurst.havering.sch.uk](http://www.benhurst.havering.sch.uk)

[www.lifeeducationtrust.com](http://www.lifeeducationtrust.com)

To arrange a visit to the school, please contact:

Ian Gurman [igurman@lifeeducationtrust.com](mailto:igurman@lifeeducationtrust.com)

*LIFE Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This role is subject to an enhanced DBS check.*

*LIFE Education Trust is an equal opportunities employer and welcomes applications from all appropriately qualified and experienced candidates.*





# Letter from the Chair of Governors

Dear Candidate,

Thank you for your interest in the headship of Benhurst Primary School.

We are excited at the prospect of appointing a new Headteacher to carry on the great work of our former Head, who was promoted to an Executive Headship last year.

Benhurst is a good school with a drive to be outstanding. We have invested heavily in recent years in securing a first-class learning environment for pupils and staff, in an innovative and popular curriculum and in our excellent staff team. We play a prominent part in LIFE Education Trust and have benefitted from being part of a growing but friendly academy chain. We are an established community school with a strong ethos and a good reputation.

The school is highly rated locally and has established itself as a beacon of teaching and learning, especially with regard to the use of technology to enhance learning. We have strong partnerships within the Trust, as well as with several local schools and agencies, and internationally. We have low staff turnover as a result of a strong internal culture and a focus on our core values - which are embedded in everything we do.

The school received a very positive Ofsted inspection in March 2019 which, amongst other things, stated: "Leaders model your high expectations for the staff and pupils. Staff know what is expected of them because leaders communicate the school's key priorities well. Staff believe that leaders do all they can to ensure that the school has a motivated, respected and effective teaching staff ... Pupils demonstrated excellent attitudes to learning and an eagerness for acquiring knowledge and deepening their understanding. Their conduct was exemplary."

The successful candidate will benefit from a skilled and supportive Local Governing Body, with a highly committed membership reflecting a range of professions and interests. Governors make a visible and sustained contribution to the leadership and management of the school and, as Ofsted noted: "Governors know the school well and they work well with the chief executive officer of the multi-academy trust to identify areas for further improvements".



# Letter from the Chair of Governors

We are seeking an outstanding practitioner who will lead and inspire our pupils and staff, maintain the excellent relationships which we have with our families and the local community and who will ensure that the school never stands still. We are looking for someone who will continue our strong focus on technology in education while at the same time ensuring that we maintain traditional values and put pupils first in our planning and our delivery. The priorities of our School Development Plan, which are included in this pack, give an indication of the areas where we are looking to improve, particularly with regard to raising the attainment of our disadvantaged pupils.

Visits to the school (via zoom or in person if circumstances allow) are hugely encouraged and I or members of our Senior Team would be exceedingly happy to show you why Benhurst is such a special place to learn, to work and to lead.

Kind regards,

Dean Jefferys  
Chair of Governors



# What do the pupils of Benhurst want from their new Headteacher?





# Job Description



**The Headteacher will be expected to carry out all duties on the Headteacher Standards (Oct 2020)**

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

**Headteachers uphold and demonstrate the Seven Principles of Public Life at all times.**

Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership



# Job Description

**Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour both within and outside school, headteachers:**

- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

**As leaders of their school community and profession, headteachers:**

- Serve in the best interests of the school's pupils
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- Uphold their obligation to give account and accept responsibility
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- Take responsibility for their own continued professional development, engaging critically with educational research
- Make a positive contribution to the wider education system



## School culture

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism

## Teaching

- 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
- Ensure effective use is made of formative assessment

## Curriculum and assessment

- Ensure a broad, structured 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 schools that teach early reading
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

## Behaviour

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



## **Additional and special educational needs and disabilities**

- Ensure the 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 the 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 the 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 and programmes to build capacity and support succession planning

## **Organisational Management**

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure staff are deployed and managed well with due attention paid to workload
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk

## **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
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context





## Working in Partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit their 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



# Personal Specification

Qualifications and experience	E/D	How assessed
QTS (Qualified Teacher Status)	E	A, Q
NPQH (National Professional Qualification for Headship)	D	A, Q
First degree or Certificate of Education	E	A, Q
Relevant recent Further Qualifications	D	A, Q,
Relevant recent professional development	E	A, Q
Experience of Headship	D	A, R
Substantial senior leadership experience	E	A, R
SLT Experience in a multi-academy Trust	D	A, R
School Culture		
Able to think strategically, and to build and communicate a coherent vision	E	A, I
Able to inspire, challenge, motivate and empower others to carry the vision forward	E	A, I
Committed to creating an inclusive environment which ensures everyone can achieve their full potential	E	A, I
Committed to setting and achieving ambitious, challenging goals and targets and thereby securing high standards	E	A, I
Teaching		
Able to access, analyse and interpret data to ensure all teachers target their teaching accordingly	E	I
Initiates and supports research and debate on effective learning	E	A, I
Committed to innovative and creative forms of teaching and learning to meet the personal learning needs of every child	E	A, I, R
Curriculum and Assessment		
Has a clear understanding of how the primary curriculum, from EYFS to KS2, ensures coherent progression in pupils' knowledge, skills and values	E	A, I, R
Has worked with a range of subject leaders within the school and across other professional networks and communities	E	A, R
Committed to developing valid, reliable and proportionate approaches to assessment and feedback of pupils' knowledge and understanding	E	A, R

Behaviour		
Creates and maintains high standards of pupil behaviour, built upon clear communication and mutual respect	E	A, R
Understands the importance of consistent behaviour management systems to a school environment and the ability to establish these	E	A, R
Acts as a role model in ensuring that all adults within the school model and teach the expected pupil behaviours	E	A, R
Inclusion and Diversity		
Committed to providing an inclusive and welcoming school environment for all pupils, families and adults regardless of ability or background	E	A, I, R
Committed to establishing and supporting a learning environment which has ambitious expectations for all pupils, including those with SEND	E	A, I, R
Values working in partnership with parents, carers and professionals, to identify and meet the additional needs of all pupils	E	A, R
Professional Development		
Values the role of high-quality, professional development in developing staff and improving practice	E	A, R
Has shown a commitment their own personal professional development to stay abreast of key educational developments and self-improve	E	A, R, Q
Organisational Management		
Places a high value on the safeguarding of pupils and staff in all aspects of their work and the school environment	E	A, I, R
Has undergone recent safeguarding training	E	A, Q, R
Has held a Designated Safeguarding Lead role in school	D	A, Q, R
Feels confident and competent in all financial matters related to budgeting and the allocation of resources	E	A, I, R
Has experience of managing significant budgets	D	A, R
Has experience of the successful creation and submission of funding bids	D	A, R
Recognises the importance of work-life balance in order to ensure the effective deployment and management of all staff	E	A, I, R
Continuous school improvement		
Has knowledge, understanding and experience of using a range of data sources, internal and public to set and achieve ambitious targets	E	A, I, R
Engages the school community in systematic and rigorous self-evaluation, combining this with external evaluations to develop the school	E	A, R
Proven ability in action planning which develop, manage and evaluate the impact of actions in a timely fashion, having engaged all stakeholders	E	A, R



Working in Partnership		
Committed to forging constructive relationships beyond the school, working in partnership with parents, carers and the local community	E	A, I, R
Committed to working with other schools and organisations in a climate of mutual challenge and support	E	A, I, R
Keen to work in a Multi Academy Trust in order to derive benefits for the school as well as working collaboratively for the benefit of all Trust schools	E	A, I
Governance and accountability		
Understands and welcomes the role of effective governance in challenging the school as a key function of their role and responsibility	E	A, I, R
Able to communicate high expectations to all staff, conducting difficult conversations when necessary, to secure high standards	E	A, R
Able to set targets and hold staff to account, including through line management and the appraisal process,	E	A, R

### Key:

E: Essential

D: Desirable

I: Interview

A: Application form and supporting statement

R: References

Q: Certificated evidence



# Key priorities from the School Development Plan

The following are the first two pages of the school's current SDP, which was drafted before the return of pupils in September 2020. It shows the school's priorities and how they fit in with those of the trust.

## LIFE Education Trust: School Development Plan Priorities for 2020/21

### Benhurst Primary School

At LIFE Education Trust, we believe that each school should have the freedom and autonomy to determine its own strategic objectives at a local level, in order to bring about the improvements that will have the greatest positive impact upon their own pupils' experiences and outcomes. Nevertheless, these local school objectives are aligned to the Trust's strategic priorities, as expressed in its Three Year Strategic Plan for 2019 – 2022.

For 2020-21, the Trust Strategic Plan includes priorities for the *Achievement & Improvement, Ethos, Structures, Collaboration and Expansion* of the Trust. The School Development Plans are written to align especially to the Trust's performance priority for Achievement and Improvement.

In order to achieve improvement across the LIFE Trust, each school's Development Plan will set three to four objectives, which will be aligned to the following Trust priorities:

- A. To provide all our pupils with an exceptional **Quality of Education**, with a particular focus on improving the life chances of our most disadvantaged pupils, by developing a curriculum based on ***boundless creativity***
- B. To develop an ethos of positive **Behaviour and Attitudes** so that all pupils can flourish in an environment of ***heartfelt compassion***, where they want to attend, want to learn and where they feel safe and treated with respect and fairness
- C. To improve the **Personal Development** of our pupils so that they are equipped for an adult life, which they can embrace with ***courageous optimism*** and where they are prepared, willing and able to become healthy, engaged, active citizens in our modern, diverse world
- D. To strengthen the **Leadership and Management** of our schools so that pupils and staff can ***dare to achieve the extraordinary*** and reach the high expectations and aspirational targets that they have set for themselves

In meeting its own strategic objectives, each school should achieve pupil outcomes in line with its annual published targets and thereby contribute to the achievement of the Trust's shared, aspirational standards.



# Key priorities from the School Development Plan

## LIFE Education Trust Benhurst Primary School Development Plan 2020/21

At Benhurst Primary School, the objectives that we work towards are set within the framework of the Trust's strategic priorities.

In 2020/21, our school improvement objectives are:

1. To develop and implement a new English curriculum which will raise standards for all (Trust Priority A)
2. To narrow the disadvantaged gap by accelerating the progress and raising the attainment of all disadvantaged pupils (Trust Priorities A & D)
3. To create a happy, emotionally resilient, supportive and caring school community (Trust Priority B & C)

The achievement of these objectives should ensure that the school meets or exceeds the following targets for 2021:

Early Years		Key Stage 1			Key Stage 2		
			ES	HS		ES	HS
EYFS (GLD)	tbc.	Reading	80%	21%	Reading	86%	40%
Phonics Screening	90%	Writing	73%	10%	Writing	89%	35%
		Maths	81%	16%	Maths	92%	43%
		Combined	68%	7%	Combined	82%	24%
PPG Combined RWM		(9 pupils)	44%	0%	(7 pupils)	71%	29%

Whole school Attendance 96.3% (>95.3% for girls)  
Persistent Absence 6% (<11% for PPG)







LIFE Education Trust