

Clore Tikva School

Headteacher application pack



CLORE TIKVA SCHOOL

A small Pluralist Voluntary Aided Jewish Primary School



Thank you for your interest in the position of Headteacher at our small, warm, and inclusive pluralist Voluntary Aided Jewish primary school. We are a proud community school that celebrates the diversity of Jewish life while delivering an ambitious, nurturing, and values driven education for every child.



We are seeking an inspirational leader who can uphold our pluralist ethos, champion high standards, and guide our school into its next chapter of growth and excellence.



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Welcome from the Chair of Governors

Dear applicant,

Thank you for expressing an interest in seeking appointment as the headteacher of Clore Tikva School.

Clore Tikva is a pluralist Jewish school, with a nursery, in Barkingside, Essex. Our Governors are highly ambitious for the school.

We are seeking a Headteacher who is a proven leader, with creative and inspirational aspirations to build upon our children's attainment, while keeping their wellbeing at the centre of all decisions, enabling them to achieve their full potential. Candidates must understand working in a faith school, preferably Jewish, and be committed to our principles and holistic approach to Jewish studies and the teaching of Ivrit (modern Hebrew). The school's distinctive and unique character, strong ethos and community spirit drive those associated with the school towards continuous improvement and success.

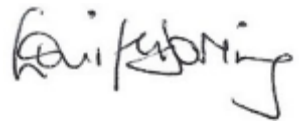
Our school governing body is dedicated and supportive, taking an active part in school life as well as ensuring that the school remains a safe environment for children. We value our close relationships with families and the local community with whom we work in partnership to ensure that children develop and grow into independent learners; able to approach the next stage of their education with confidence and enthusiasm.

Clore Tikva School is currently in the midst of a journey, transitioning towards one form entry and embracing all the challenges that this requires. As our current Headteacher retires, our new headteacher will need to welcome these changes whilst always ensuring that our ethos and unique character remain. We offer all our pupils a wide ranging and balanced curriculum supporting our ethos and ensuring that when they leave Clore Tikva School they are ready to face the outside world and are proud of their religion and beliefs.

I am pleased to provide you with this information pack which we hope you find both interesting and useful. I hope you arrange to visit the school and see for yourself what the school offers in terms of children who enjoy being at school, a committed workforce and a school ready for progressing standards, values and achievements in education.

We look forward to hearing from you.

Yours faithfully,



Chair of Governors



OFSTED (2025)

Clare Tikva School was judged to have taken effective action to maintain the standards identified at its previous Good inspection, with pupils described as safe, well-supported, and thriving within a warm, inclusive and high-expectation learning environment.

Clare Tikva School
A school of excellence inspired by inclusive Jewish values

PIKUACH (2023)

Clare Tikva School was judged outstanding in its most recent Pikuach inspection, praised for its inclusive pluralist ethos, strong Jewish Studies and Ivrit provision, and the positive impact of its values-driven leadership.

Introduction to the Clore Tikva School Foundation

The Clore Tikva Foundation was set up to build and operate the school and now has the responsibility to safeguard the pluralistic ethos and faith status of the school.

It is the responsibility of the foundation to provide the essential funding requirements for the enriching activities that make Clore Tikva a top choice school for the wider Essex Jewish community.

The Clore Tikva School Foundation prides itself on helping to prepare children and their families for life long engagement with the community . We are also mindful that the school is home to children of a variety of faiths, something we are proud of, and we pride ourselves on teaching these children to be outstanding members of the community through Jewish values. This is supported by the foundation, through voluntary donations from parents and stakeholders.

The Foundation is committed to Clore Tikva School's success and place within the community and works tirelessly to ensure that the school is able to run smoothly.



What do we want in a new headteacher?

STAFF



PUPILS



PARENTS



GOVERNORS



Headteacher Job Description



Employment details	
Role title	Headteacher
Reports to	Chair of governors
Hours of work	Full time
Salary Range	Leadership Scale 9 – 21 dependent upon experience

Aligned to Headteacher Standards 2020

School culture

- Maintain and develop 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.
- Lead and articulate a pluralist Jewish ethos that is inclusive of all Jewish traditions.
- Ensure high quality Jewish education, meaningful tefillah/worship, and celebration of festivals.
- Promote a culture of high expectations, inclusion, and mutual respect.
- Champion a confident, inclusive and modern Jewish identity, fostering strong connections to Israel, Jewish values and the wider Jewish community.



Whole-school organisation, strategy and development

- Provide overall strategic leadership and, alongside others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- Establish, oversee and evaluate systems, processes and policies that enable the school to operate effectively and efficiently.
- 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 the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.
- Lead strategic planning aligned with the school's VA status and pluralist ethos.
- Manage staffing, timetabling, budgets, and resources effectively.
- Ensure compliance with statutory frameworks, including SEND and safeguarding.
- Lead the school's preparation for and response to Ofsted, Pikuach and other external inspections, ensuring continuous readiness and improvement.
- Lead the school's improvement journey with clarity and ambition.



Teaching

- Be accountable for the educational performance, progress, attainment and personal development of all pupils.
- Maintain and develop 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.
- Lead and manage teaching and learning throughout the school, including ensuring that a teacher is assigned in the school timetable to every class or group of pupils.

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.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
- Ensure a broad, ambitious curriculum integrating Jewish Studies and secular learning.
- Drive excellent teaching through coaching, CPD, and performance management.
- Use assessment and data to raise standards.



Health, safety and behaviour

- Promote the safety and wellbeing of pupils and staff.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Ensure good order and discipline amongst pupils and staff.
- Maintain and develop high expectations of behaviour for all pupils, built warm and positive relationships, good order and discipline, 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.
- Establish a culture of exemplary behaviour and safeguarding.
- Promote pupil wellbeing, resilience, and personal development.
- Support staff wellbeing and professional growth.
- Lead the school's response to significant incidents, emergencies and reputational challenges, ensuring clear communication and effective decision-making.

SEND and additional needs

- Ensure the school holds ambitious expectations for all pupils with SEND and additional needs.
- Maintain and develop culture and practices that enable pupils with SEND and additional needs to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents and professionals to identify the additional needs of pupils, and ensure support and adaptation are provided where appropriate.
- Ensure the school fulfils its statutory duties with regards to the SEND code of practice.



Management of staff and resources

- Lead, manage and support development staff members, including appraising and managing their performance.
- Develop clear arrangements for linking appraisal to pay progression and advise the governing board on pay recommendations for teachers.
- Organise and deploy resources within the school.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Promote harmonious working relationships within the school.
- Maintain relationships with organisations representing staff members, e.g. unions.
- Ensure staff are deployed and managed well with due attention paid to workload.

Professional development

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



Communication and working with others

- Consult, communicate and build strong relationships with the **governing board**, staff, pupils, parents, synagogues and Jewish community organisations.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school, including relevant external agencies and bodies.
- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit to ensuring the school works 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.
- Work collaboratively with the local authority, PaJeS, and other educational partners.
- Represent the school externally with professionalism and pride.
- Work with governors and stakeholders to support fundraising, development initiatives and strategic partnerships that enhance the school's provision.
- Promote the school effectively to prospective families and the wider community, supporting pupil recruitment and retention.
- Act as a visible and inspiring ambassador for the school within the Jewish community and wider society.

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 relationships 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.



Ethics and professional conduct

- Uphold and demonstrate the Seven Principles of Public Life at all times – selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
- Uphold public trust in school leadership and maintain high standards of ethics and behaviour.
- Build relationships rooted in mutual respect and observe proper boundaries appropriate to their position.
- Show tolerance of, and respect for, the rights of others, recognising differences and respecting cultural diversity.
- 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 or pupils' vulnerability or which might lead pupils to break the law.
- Serve in the best interests of the school's pupils.
- Conduct themselves in a manner compatible with their influential position in society by acting ethically.
- Uphold their obligation to give account and accept responsibility.
- Know, understand and act in line with the relevant statutory frameworks which set out their professional duties and responsibilities.
- Make a positive contribution to the wider education system.
- Demonstrate integrity, fairness, and respect for diversity within the Jewish community.
- Uphold the Teachers' Standards and ensure a culture of safeguarding.



Headteacher person specification

Qualifications and training	
Essential	Desirable
• Qualified teacher status (QTS) • A degree level qualification or equivalent • Further relevant professional and/or academic study and evidence of CPD • Up to date safeguarding training • Evidence of substantial leadership development	• Knowledge of current issues in Education • A relevant leadership qualification • NPQH • Jewish education leadership training (e.g., LSJS, PaJeS)
Skills and experience	
Essential	
• At least <u>three</u> years of proven strong, successful senior leadership and management experience in a school. • Evidence of demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity. • Experience of implementing, managing and evaluating change in a collaborative way. • Experience of raising standards that have impacted positively on pupils and teaching and learning. • Significant experience of evaluating and using data to plan and improve pupil outcomes. • Experience of making effective use of funding and other resources. • Strong financial planning and management skills. • Excellent communication skills and proven ability to listen to, understand and work effectively with the school community. • Leading whole school improvement and staff development • Experience working with diverse communities	
Desirable	
• Experience in a Jewish or faith-based school • Experience in a small school context	





Knowledge	
Essential	
• An understanding of how to empower pupils and staff to excel. • A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work. • An understanding of how to create whole-community accountability systems and implement them with the support of the SLT to combine data from a range of sources to maximise the achievement of pupils. • A clear understanding of and commitment to promoting safeguarding pupils. • Knowledge and understanding of the statutory frameworks which set out their professional duties and responsibilities. • Strong understanding of the Headteachers' Standards 2020 • Ability to lead a pluralist Jewish ethos • Deep knowledge of safeguarding, SEND, and statutory frameworks • Strong communication and relationship building skills • Financial and organisational leadership capability	
Jewish Ethos Commitment	
Essential	
• Commitment to pluralist Jewish values and knowledge of the streams of Judaism, especially Progressive and Masorti. • Understanding of Jewish festivals, traditions, and values • Ability to facilitate Jewish life in an inclusive, respectful way • An understanding of the current issues of being Jewish in England today, especially around antisemitism.	



Personal traits

The successful candidate will:

- Demonstrate optimistic personal behaviour.
- Be able to build positive relationships rooted in mutual respect.
- Have a commitment to valuing, supporting and encouraging the professional development of all staff.
- Be able to build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their roles to the highest standard and for all staff to work together to deliver school improvement.
- Be committed to building and maintaining effective and positive relationships with parents, governors, and the wider school community.
- Be able to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.
- Be able to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.
- Show tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values.
- Ensure that their personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead to pupils breaking the law.
- Inspirational, compassionate leader
- High integrity and emotional intelligence
- Commitment to equality and inclusion
- Reflective, resilient, and growth oriented



Completing your application

Application form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those in recent years which have helped you for headship.

Person specification and personal statement

When writing your response it is really important that you address each of the requirements in the person specification. Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement. Application forms must be submitted in microsoft word and not as PDF documents.

Covering letter

You may also wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turn around. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your last head teacher or Chair of Governors.

Important dates and information

Visit the school	Please contact the school office via email: admin@cloretikva.redbridge.sch.uk Or telephone 0208 551 1097
Closing date	Noon on Friday 2 nd October 2026
Complete application forms to be returned to	Chair of Governors governors@cloretikva.redbridge.sch.uk
Shortlisting date	Thursday 8 th October 2026
Interview dates	Tuesday 13 th and Wednesday 14 th October 2026
Start date	To be agreed