



HEADTEACHER

Recruitment Pack



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Letter from our Chair of Governors

Dear Applicant,

Following the upcoming retirement of our Headteacher the governors are seeking to appoint someone who is dedicated, passionate and committed to developing the already amazing work that has taken place at Colindale School. We want a Headteacher who will continue to strive for excellence whilst keeping wellbeing and a sense of community at the heart of everything they do.

The school is an oversubscribed Barnet school with an inner London feel, located near the A5 and Colindale tube station. Pupils come from the local area which is undergoing a huge regeneration. The school's ethos of 'Living and Learning Together' is felt deeply as soon as you enter the school. There is a strong sense of community and respect for one another which is underpinned by the work that takes place around the Rights Respecting Schools programme. The school serves a diverse and vibrant community where everyone has a voice. Teaching and learning is strong with effective resources in place to support learners at all levels. The school is lucky to have a swimming pool onsite which is used by staff and pupils and swimming lessons are incorporated into the curriculum. Importance is given to the breadth and depth of the curriculum which is challenging and engaging. The school is busy with a plethora of events and trips taking place for all year groups across the academic year. It recently celebrated its 100-year anniversary which was cleverly woven into the taught curriculum. Parents are supportive of the school and are represented on the governing body. The school has strong links with the local community including local places of worship and the RAF Museum.

The Headteacher works collaboratively with the board of governors and local authority and is supported by an experienced Senior and Middle Leadership Teams in driving standards and improving the life chances and experiences of all pupils. Staff are ambitious for the pupils in their care and go above and beyond to make sure the pupils reach their full potential both academically and pastorally. Visitors often comment on the warmth and kindness they feel and when you walk around the school and speak to the community within you quickly feel welcomed.

You can find out more about our school by visiting the schools website at <https://www.colindale.barnet.sch.uk> and by booking yourself onto a tour of the school by emailing visits@colindale.barnetmail.net

Thank you for taking time to read our pack. If you feel this is the right school for you we welcome your application.

Best wishes

Louise Cavanagh
Chair of Governors

Introduction

As the prospective Headteacher of Colindale Primary School you will utilise your considerable leadership skills to inspire staff and pupils alike you will ensure that all pupils and staff continue to thrive within the harmonious environment in which we live here at Colindale as we seek to learn and support each other in our endeavours. Your excellent financial understanding and strategic planning abilities will be required to ensure that resources are maximised during challenging times for the education sector so that none of our pupils are disadvantaged as you and your staff encourage and assist them to be the best they possibly can be as they progress through our school.

As you read through this pack we hope you get a true sense of our school and of the community which it is at the heart of. We believe this is a special place that represents and reflects the kaleidoscopic nature of the community in which it sits. If this is the kind of opportunity you have been seeking and the setting you have been searching for then we look forward to hearing from you.



About Colindale Primary School



Colindale Primary School is a non-denominational three form entry Community School for girls and boys between the ages of 2 to 11, maintained by the London Borough of Barnet, with a resourced provision for children with physical disabilities. On site there is also an assessment centre for pre-school children with complex needs, called Acorn.

At Colindale we are fortunate to have a fantastic new school building which provides a well-planned, spacious, learning environment which is well-resourced and fully accessible. All our classrooms and learning areas are equipped with interactive whiteboards. Outside we have a variety of beautifully landscaped areas which give wonderful scope for outdoor learning and play.

The excellent facilities we have include an indoor heated swimming pool, large all weather play pitch, an enclosed netball/basketball court, a tennis court, soft playroom, physiotherapy rooms and a large hall with a stage and sound and lighting system. We also have an environmental area with a pond, a sensory garden, a woodland area and gardening areas.

There are approximately 750 pupils who attend Colindale, organised into seven year groups, each with three parallel mixed ability classes of not more than 30. There are two nursery classes of 39 children, one in the morning and one in the afternoon, as well as a provision for two-year-olds called Little Rainbows.

Inclusion and Equality

We are proud of our school and share and celebrate the diversity of our community. As a Rights Respecting school, inclusion and equal opportunities are a fundamental part of our ethos. We work towards a community in which there is a common vision and sense of belonging; a community in which the diversity of people's backgrounds and circumstances is appreciated and valued; a community in which similar life opportunities are available to all; and a community in which strong and positive relationships exist and continue to be developed in our school and in the wider community.

Our role in promoting equality is crucial in creating opportunities for pupils' achievement and enabling every child to achieve their potential. Our commitment to inclusion is exemplified by our achievement of receiving the IQM [Inclusive School Award](#) for the third time.

Our Additionally Resourced Provision for children with Physical Disabilities

We are funded for nine places for children with physical disabilities. Children are based in the mainstream classes alongside their peers. In this way they benefit from participating in all the curriculum activities in their class, as well as the specialist facilities and resources that we have in the school. We work with outside agencies, for example physiotherapy and speech, to ensure the optimum inclusion. Support staff, therapists and parents work together and meet regularly as a team to review and

set targets and to differentiate the curriculum when needed.

Living and Learning Together

Colindale Primary School is a Unicef Rights Respecting School where children are valued, their talents are nurtured, and they are able to thrive in an inspiring environment.

We value our diverse community where everyone has a voice.

We are guided by our Rainbow Values of:

- **R**espect
- **A**spiring to be the best we can be
- **I**nclusion
- **N**ever giving up
- **B**eing a good friend
- **O**ptimistic to make the world a better place
- **W**orking together

We seek to promote the British Values of:

- Mutual respect
- Tolerance of different Faiths and Beliefs
- Individual Liberty
- The Rule of Law
- Democracy



OFSTED Report – June 2018

In June 2018 we had a very successful Ofsted inspection which judged:

“This school continues to be good.”

Below are the headlines:

Strengths

- The leadership team has maintained the good quality of education in the school and has been proactive in addressing the priorities identified since the last inspection, four years ago.
- The governing board has been restructured. Governors use a range of skills to challenge and support leaders.
- The headteacher is developing a strong and determined leadership team that works closely together.
- Leaders set high expectations of all pupils and encourage pupils to be ambitious and have high aspirations for themselves.
- The needs of the pupils in the specially resourced provision are well met and enjoy a broad range of subjects and activities.
- Leaders at all levels are establishing a deep, broad and balanced curriculum which makes links between subjects. As a result, a strengthened curriculum is emerging with opportunities for pupils to take the curriculum outside the classroom, igniting their enthusiasm for learning.
- Safeguarding is effective with all safeguarding policies and procedures fit for purpose, staff well trained and knowledgeable designated safeguarding leaders.
- Leaders work closely with external agencies and, when concerns arise, take swift action and make sure that any concerns are followed up thoroughly.
- Pupils have a thorough understanding of different forms of bullying and how to keep themselves safe; pupils, staff, parents and carers are overwhelmingly positive about how well the school keeps pupils safe.



[Read full Ofsted report here](#)

Assessment data

No primary test or assessment data has been published for 2020, 2021 or 2022.
2019 results below

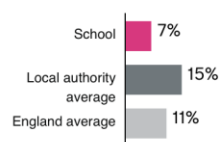
Progress score in reading, writing and maths ?

| Reading | Writing | Maths |
|------------------------------------|------------------------------------|------------------------------------|
| Average 0.4 | Above average 1.7 | Above average 1.1 |
| Show score details | Show score details | Show score details |

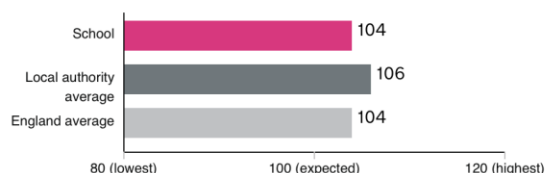
Pupils meeting expected standard in reading, writing and maths ?



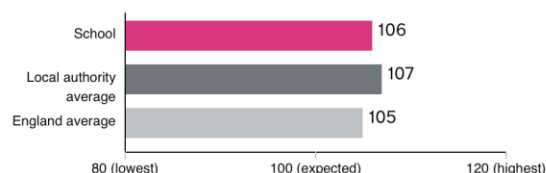
Pupils achieving at a higher standard in reading, writing and maths ?



Average score in reading ?



Average score in maths ?



[Read further details here](#)

Wellbeing

The wellbeing of pupils and staff is at the heart of all we do. For pupils, in addition to day to day support in class and out, we have introduced our after school Rainbows Group for children that may require additional emotional support to cope with a challenging time in their life (for instance following a family bereavement or parental divorce).



Staff at Colindale are supported by the Staff Wellbeing Committee who meet regularly to discuss staff wellbeing issues and to raise any concerns or ideas for improvement of staff wellbeing with the SLT. Staff also have free access to

Wellbeing Solutions Employee Assistance Programme that provides advice and support across a wide range of topics and services. Staff also benefit from having use of the school swimming pool.

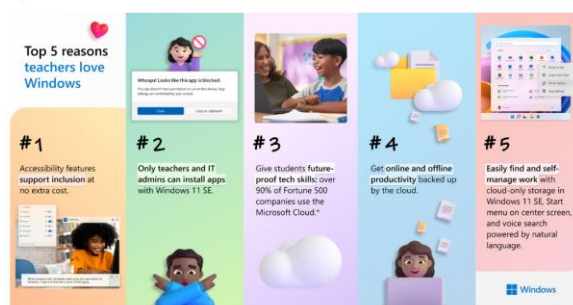
Regular wellbeing surveys of both pupils and staff enables the school to receive feedback across a wide range of areas and to respond to any concerns that are identified.

Ed-Tech Strategy

The school was an early adopter of the Microsoft 365 software suite and our digital transformation journey is well under way. The formation of our Ed-Tech Strategy Committee from a cross section of both teaching and support staff has seen that journey's direction guided by a new school wide purpose.

The coming year will see the move to cloud-based learning with the adoption of Windows 11 SE operating system which will be supported by the purchase of new SE laptops that will assist pupils in maximising the features and benefits of the new operating system. Staff are already benefitting from the purchase of new high spec HP laptops both in the classroom and PPA workroom. Ensuring that our pupils are prepared for the rapidly changing digital world which they are growing into by providing them with access to the very best and latest digital technology is a key objective of the school.

Top 5 reasons educators love Windows 11



PSA

Our PSA is in the process of obtaining charitable status which once received will enhance their fantastic fund-raising efforts. As a beacon of the collaboration that exists between staff and parents the PSA organises popular fund-raising events such as Film Night, the Friendship Disco, the Winter Fayre and the community embracing Summer Fair. Funds raised have recently contributed to a range of play equipment, the outdoor pond learning zone and the all-inclusive treehouse.



About Colindale

History

The original Roman road, which ran north from London, was built by the Romans about 2000 years ago. In later years this was called Watling Street. The foundations for this road are still there under the Edgware Road, not far from Colindale School.

Colindale was mainly farmland until the 1930s. In 1911, Claude Grahame-White invested in building London's first Aerodrome (Hendon Aerodrome) in what is now the Grahame Park Estate. It was later sold to the Royal Air Force and was used in World War I and World War II. On the same site there is now an RAF Museum which houses a reconstruction of Grahame-White's factory interior.

In the 1930s, the extension of London Underground brought the suburbs out to Colindale. When new houses were built, Colindale School was constructed to provide for the new population boom to the area. The wings on the old school logo symbolised the aerodrome built by Claude Grahame-White. Until the 1960s there used to be bomb shelters at the bottom of the playing fields. These shelters were used during World War II (1939-1945) by the school children and teachers.

In 2011, the current school was built on the old school's playing fields. The old school had grown too small for the ever-increasing population in Colindale. In December 2011, the old school was demolished and the new outdoor areas were established.

Colindale is only 40 minutes away from the city centre. It has been and continues to be

a popular residential area for people from all over the world and we have as many as 40 different mother tongues spoken by children in our school.



The future

Colindale is at the centre of a major regeneration programme which is ongoing and has seen the completion of significant construction projects which have provided housing for an increasing local population. In 2017 Barnet London Borough Council moved their headquarters into a purpose built block situated within Colindale.

- Since 2011 Colindale's population has grown by 70% and is London's 2nd fastest growing ward
- Colindale's population is expected to rise from 6% of Barnet's total population in 2015 to 10% by 2030

- The 2011 Census highlighted Colindale's ethnically diverse nature of the ward with 59.9% of the local population belonging to a minority background
- London Borough of Barnet are creating a new £4.2m Youth Zone facility in Colindale

For more information about Colindale you can read the London Borough of Barnet's ward profile [here](#)

For more information about Colindale's Capital Delivery Programme Allocations [click here](#)



What our pupils would like from their new Headteacher



Job description

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

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.

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.
- 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.

- Teach, as required.

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.

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.
- 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.

SEND and additional needs

- Ensure the school holds ambitious expectations for all pupils with SEND and additional needs.
- Establish and sustain 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 and SEND 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 develop 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.

Communication and working with others

- Consult and communicate with the governing board, staff, pupils and parents.
- Collaborate and work with colleagues and other relevant professional within 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.

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.

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.

Person specification

Qualifications and training

- Qualified teacher status (QTS)
- A degree level qualification or equivalent
- Further relevant professional and/or academic study and evidence of CPD

Skills and experience

- A record of strong, successful 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

Knowledge

- 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.

Personal traits

- 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 and/or pupils' vulnerability.



General notes

Salary L24 – 30: £81,524 - £93,876

Visits can be made to the school on:

Wednesday 1st March – 11:15am – 12:30pm

Friday 3rd March – 9:30am – 11:00am

Wednesday 8th March - 11:15am – 12:30pm

Friday 10th March - 9:30am – 11:00am

Monday 13th March – 2:00pm – 3:00pm

Please email visits@colindale.barnetmail.net to arrange your visit.

Completed applications can be submitted via TES using their online application form, or using the schools application form, direct to the school by emailing hr@colindale.barnetmail.net

Closing date: 9:00am Monday 20th March 2023

Interviews: 1st day Wednesday 29th March 2023

2nd day Thursday 30th March 2023

NB Candidates may be required to attend on both days.

Start date: September 2023



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