

Our Children today, our future tomorrow



Head teacher Application Pack For January 2024 or earlier

School visits	Closing Date	Shortlisting	Assessment and Interviews
Tuesday 13 th June 2023 Wednesday 14 th June 2023	Friday 16 th June 2023 (Noon)	Thursday 22 nd June 2023	Monday 26 th June 2023 Tuesday 27 th June 2023

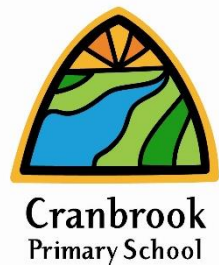


**Cranbrook
Primary School**



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Welcome from the Chair of Governors

Dear Applicant,

Thank you for showing an interest in the position of Headteacher at Cranbrook Primary School. We hope this pack provides you with a full picture of our school.

As Governors, we are proud of our amazing school, which offers an ambitious curriculum and enriching learning experiences for all of our children. We have a large team of highly dedicated staff who work closely with supportive parents and carers to ensure our children achieve good or better outcomes.

We are seeking to appoint a dynamic, inspirational and highly motivated leader to work in partnership with our committed governors, staff and families to build on the school's significant successes and drive the school forward following the retirement of our substantive Headteacher.

This will be a challenging and rewarding role for the successful candidate and the governors are fully committed to providing the new Headteacher with all the support that they will need in taking up the post.

For more information, please contact the clerk to the Governors, Karen Mount (KJM Governor Services) at: kmount4.317@lqflmail.org or 07732 635687.

You can also learn more about our school from our website at www.cranbrookprimaryschool.com.

To apply, please complete the application form which can be found on the school website www.cranbrookprimaryschool.com.

Closing date: Friday 16th June 2023 (Noon)

Interview date: Week commencing

On behalf of the Governors, thank you again for your interest in this position. We look forward to receiving your application.

Yours faithfully,

Sonia Gable
Chair of Governors



About our school

Cranbrook Primary School is an inclusive, friendly, welcoming place, where all staff are known by their first names and where visitors always comment on the positive atmosphere and the happy faces. The school is very popular within the local community and is oversubscribed in many year groups.

Rated as 'Good' by OFSTED in May 2022, the school consistently achieves positive outcomes for all its pupils, irrespective of their starting points.

The school opened in 2007 as a new build and now has a large nursery, offering flexible provision and four classes in all year groups from Reception to Year 6. The school is also commissioned by the Local Authority for CUBE (Communication and Understanding Behaviours for Education). The CUBE is a twelve-place behaviour support short stay intervention for children in Redbridge Primary schools, who are at risk of exclusion and who are allocated places through a referral process by the Redbridge Primary Behaviour Panel.

In addition to the CUBE, the Local Authority has also commissioned the school for its additional resource provision for pupils with Educational Health Care (EHC) plans and with complex needs, social communication needs and/or ASD. These pupils are placed in the ARP (Additional Resource Provision) by the Special Needs Panel. The ARP is a 14-place provision.

The school serves a culturally diverse community with parents/carers who are very engaged and value education in its wider sense. We have much higher-than-average numbers of EHC Plans across the school (approximately 40 at present, and rising). There is also a high number of asylum seekers, as well as a growing number of pupils on free school meals.

Our curriculum takes account of the needs of our community and the contextual safeguarding issues, and aims to ensure that Cranbrook pupils are confident communicators, who are respectful, resilient and responsible. We aim to widen their horizons through our provision, so that they leave us having had many memorable experiences and with high aspirations. Our tag line is 'Our children today, our future tomorrow'.

The large school site incorporates many fantastic facilities including attractive and exciting outdoor areas, an art and dance studio, additional specialist teaching spaces and a large school field. The school has close links with the sports provision at Frenford Club, housed next door, where our older pupils have their PE lessons.

Inclusion and well-being are at the heart of all that we do and are a very positive feature of the school. Our pupils, parents, staff and governors are very proud of the school and are totally committed to striving for greater success.

We are seeking a Head teacher who is an inspirational leader, who shares our values and is fully committed to building upon our strengths and leading us successfully into the next stage of our development.



Cranbrook
Primary School

Our School Values

At Cranbrook Primary school we want our children to have:

Equality, Respect, Resilience and Kindness



Our School Vision

Equality for all

Our Mission Statement

To deliver an ambitious, inclusive and broad curriculum that develops essential skills and knowledge for lifelong learning to achieve academic and personal success.



Key facts and statistics

Type of School: Mixed community

Address: The Drive, Ilford, Essex IG1 3PS

Telephone Number: 020 8518 2562

Email: admin.cranbrookprimary@redbridge.gov.uk

Age Range: 3-11 years

Number on Roll: 863

Children with SEND: 140

Children with EAL: 711

Children on FSM: 157

Current Attendance (across the school): 91.5%

What our pupils say about the school

‘The school has lots of amazing and really fun teachers and they are very kind. The students are lovely and whenever you feel alone or sad you can talk to any staff you want. The school does not tolerate bullying.’

‘Cranbrook Primary School is an amazing school! The staff are very supportive and helpful. Each child is treated equally and fair. The school has excellent opportunities which allow the children to be creative in their own ways. If there is a problem with anything, the staff are happy to help. Cranbrook motivates children to carry on and try their best. Every day, a child learns something new, which helps them make a step up to their goal.’



‘You are encouraged to do your best. There are clubs that you can participate in during lunch. Lessons are fun and you always leave learning something new. You won’t feel alone as you will find many friends here and are treated equally by everyone. The staff are friendly and are always ready to help you. You feel like you need to work hard. If you are worried or unsure about something the teachers do their best to help us in any way they can.’

‘Cranbrook Primary School is very diverse and everyone is treated equally and respectfully. The staff are always there to help out when you need them. Every pupil is included in lots of fun events each year such as the summer fete, diversity day, etc. Every day we learn something new without having to constantly be reminded and we learn whilst having fun. Cranbrook has an amazing playground which we all love and enjoy.’

What our parents say about the school

'Cranbrook is a very welcoming school where the staff encourage and support the children to reach their full potential. The school is very good at communicating with parents with regards to their progress and how to give them support at home. My children really enjoy attending the school'.

'As a parent I am very happy with my child's progress. He loves coming to school and is very enthusiastic about learning. His teacher is very good in communicating with myself on how to help him meet his full potential.

The school as a whole is very well organised and works in a very professional and informative manner.'

'A truly warm and inviting school with an extremely hard-working staff team, who are determined to guide and support the children to become resilient, confident and happy lifelong learners. The school communicates really well and I particularly enjoy attending their various workshops throughout the year. They have an excellent curriculum which gives equal attention to both the academic development and mental health and well-being.

The school has strong community links and parents are aware of how to support their child at home. My children have always felt safe and happy at Cranbrook.'

'My child has been so happy at Cranbrook Primary. She enjoys her lessons and is well supported by all of the staff at the school. In addition, there have been some great opportunities to get involved in the school myself as part of the Cranbrook Friends Association.'

'Cranbrook Primary is an excellent, welcoming school that has encouraged my children to excel in many areas of development.'

'The school has helped my children gain confidence and made their learning journey both educational and enjoyable.'

What our staff say about the school

'Cranbrook is an extremely warm and friendly environment. We have a passionate team who strive hard to inspire their children to always try their best, and develop a love for learning that will continue for the rest of their life. Parents are encouraged to come in and chat to the school community about how their children are making progress in their classes. They are well-informed about the school curriculum and content through having termly workshops, where teachers have an opportunity to talk to parents about what they can do to support their children at home. We endeavour to work with parents as a team to ensure our children are getting the support they need in school and at home.'

'No day is the same working at Cranbrook - each day varies. I have had great satisfaction in seeing our children start their educational career in Nursery as toddlers and progress into young people in Year 6 ready to start the next chapter in their life at secondary school. I feel that Cranbrook offers our children every opportunity possible to grow into successful young men and women, working closely with parents and carers along the way.'

Job description/Key responsibilities

Main purpose of the role of Headteacher

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation's schools.

Parents and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility.

The headteachers' standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.

These standards replace the national standards of excellence for headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers.

The standards can be used to:

- shape headteachers' own practice and professional development, within and beyond the school
- support the recruitment and appointment of headteachers, including the development of job descriptions and person specifications
- underpin frameworks for the training of school leaders, including current and aspiring headteachers
- inform the performance management of headteachers

Relationship to the teachers' standards

The [teachers' standards](#) (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built.

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

The first section of the headteachers' standards outlines the ethics and professional conduct expected of headteachers. This is developed from part 2 of the teachers' standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of headteachers.

The second section sets out 10 headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the standards; the numbering below is only to aid identification.

1. School culture (builds on teachers' standard 1)
2. Teaching (builds on teachers' standards 2 and 4)
3. Curriculum and assessment (builds on teachers' standards 3 and 6)
4. Behaviour (builds on teachers' standard 7)
5. Additional and special educational needs (builds on teachers' standard 5)
6. Professional development (some match to teachers' standard 4)
7. Organisational management
8. School improvement
9. Working in partnership
10. Governance and accountability

Domains

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.

The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.

Culture and ethos

- teaching
- curriculum and assessment
- additional and special educational needs

Curriculum and teaching

- school culture
- behaviour
- professional development

Organisational effectiveness

- organisational management
- school improvement
- working in partnership

Section 1: Ethics and professional conduct

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

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



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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

Section 2: Headteachers' standards

1. School culture

Headteachers:

- 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 for 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

2. Teaching

Headteachers:

- establish and sustain high quality, expert teaching across all subjects and phases, built on and 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



3. Curriculum and assessment

Headteachers:

- 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

4. Behaviour

Headteachers:

- 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

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional special educational needs and disabilities
- establish and sustain cultural 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

6. Professional development

Headteachers:

- 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

7. Organisational management

Headteachers:

- 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

8. Continuous school improvement

Headteachers:

- 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

9. Working in partnership

Headteachers:

- 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

10. Governance and accountability

Headteachers:

- 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

How the standards apply to different leadership roles

The headteacher's standards cover the full breadth of leadership responsibilities within a single school. For most headteachers in maintained schools or academies in single academy trusts this means that all of the standards should be relevant to them, though it is anticipated that they will meet some standards through the successful leadership and management of teams and individuals within their schools.

There can be a range of job roles and titles for those leading individual schools, particularly where a school is working within a group, such as in a multi-academy trust. Job roles and titles are various, including Head of School, and Associate Head, as are the governance arrangements to which headteachers are accountable. In some settings headteachers are responsible for leading more than one school. There are also instances of shared headship through co-headship or job-shares. Employers, in such instances, will therefore want to decide which standards are applicable to roles in these contexts.



Person specification Criteria

Key

E = Essential

D = Desirable

A = Application

I = Interview

Education and Qualifications

1. Qualified Teacher Status.	E	A
2. Evidence of recent continuous development including safeguarding	E	A
3. Higher or specialist qualification in education and/or management	D	A
4. NPQH or working towards	D	A

Experience

1. Proven track record of effective leadership as a strong deputy head teacher/head teacher in a primary school.	E	A/I
2. Experience of working in a school with a multi-ethnic, multi-faith community and socio-economic disadvantage	E	A/I
3. Demonstrable success in building and leading teams	E	A/I
4. Experience in more than one primary school	D	A/I
5. Proven track record of improving outcomes for pupils and diminishing differences in attainment, including for SEND and Disadvantaged Pupils	E	A/I
6. A deep understanding of children's SEMH needs and a drive to successfully meet the challenge	E	A/I

7. A proven track record of improving quality of teaching	E	A/I
8. Leadership of an area of the curriculum and knowledge of current curriculum initiatives and priorities	E	A/I
9. Evidence of accurate school self-evaluation based on data analysis	E	A/I
10. Evidence of effective and research-based school improvement strategies	E	A/I
11. Use of performance management to secure accountability and improve performance	E	A/I
12. The effective management of people and resources	E	A
13. Experience of working and sustaining strong relationships, respect and credibility with the governing board, pupils, staff, parents, the wider community and other stakeholders	E	A

Leadership qualities

1. Vision, ambition and the ability to think and work strategically	E	A/I
2. The ability to inspire, challenge, motivate and empower others	E	A/I
3. The ability to delegate responsibility with accountability	E	A/I
4. The ability to produce and implement school improvement planning and to evaluate its impact	E	A/I

Knowledge and skills

1. The ability to lead by example in promoting the school vision and ethos	E	I
2. A belief in the importance of professional collaboration with others within and beyond the school	E	A
3. Understanding of the statutory requirements and frameworks that should underpin the leadership and management of the school	E	A
4. Ability to apply national policy in the local and school specific context	E	A/I
5. Political insight, knowledge of national trends that could impact on the school and an understanding of the broader educational landscape	E	A

6. Detailed knowledge and commitment to safeguarding practices and policy implementation.	E	A/I
7. Financial awareness and the ability to understand, plan and manage the budget in the context of financial benchmarking and best value principles	E	A
8. A thorough knowledge of the national curriculum, the latest statutory assessment and the latest Ofsted frameworks	E	A/I
9. Familiarity with HR procedures	E	A

Personal leadership qualities

1. A commitment to inclusion and achievement for all	E	A/I
2. Excellent interpersonal and communication skills	E	I
3. Receptive to the support and challenge provided by governors and colleagues	E	A/I
4. A commitment to ongoing personal and professional development	E	A/I
5. A commitment to ensuring a culture of work life balance and well-being and an ability to create a collegiate atmosphere where all members of the school community feel valued	E	A/I



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 courses 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 that you evidence additional aspects such as training; and qualifications; together with your background and experience, within the personal statement. You are to use no more than two pages of A4.

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

Pay range	L25 (£77,364) – L31 (£88,206) Outer London rate + Discretionary payment for an exceptional candidate
Visit the school	13th and 14th June 2023
Closing date	Friday 16th June 2023 (noon)
Completed applications to be returned to	Karen Mount (KJM Governor Services) kmount4.317@lgflmail.org
Shortlisting date	Thursday 22nd June 2023
Assessment & Interview	Monday 26th June and Tuesday 27th June 2023
Start date	January 2024 or earlier