



Garfield Primary Headteacher Candidate Information Pack



Garfield Primary
Today's children, tomorrow's future.



Letter from our Chair of Governors

Dear Applicant,

Thank you for your interest in our school.

Our Headteacher is retiring at the end of the academic year after 17 years of strong leadership at Garfield. The governors are seeking to appoint someone who is passionate and committed. We want a Headteacher who will continue to build on striving for excellence and keep our Garfield values at the heart of everything we do.

Garfield is a unique, vibrant and inclusive school. It is such a special school that one interesting fact is that since 1966, the school has had only 3 Heads. They have happily stayed as it's been such a wonderful school to lead.

Garfield is situated in the south-west of the London Borough of Enfield, very close to Arnos Grove tube station. The area is very mixed socially, ethnically, culturally and economically; this is reflected in our intake. Our last Ofsted inspection was in March 2019 and we retained our "Good" status. Our values are very important (copy enclosed) and staff, pupils and parents all understand what we stand for and what we believe in.

In June 2016, we moved into a brand new school which has attractive facilities for pupils and staff alike. The school leadership team played a big part in shaping the new school. We are unapologetic that we "dreamt" big for our school community.

The Headteacher works in strong partnership with our experienced governing body 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 calmness they feel and when you walk around the school.

We can promise you a fully supportive, committed and skilled Governing Body, encouragement for your own professional development and networking as well as a school with well behaved, inquisitive and happy learners. Additionally, you will work with enthusiastic, committed and highly skilled staff who have the children's best interests at heart.

As Governors, we seek to challenge ourselves and to develop the ways in which we support, question and encourage the Head Teacher.

You can find out more about our school by visiting the schools website at <https://www.garfield.enfield.sch.uk> and by booking yourself onto a tour of the school by either telephone; 0208 368 4500 or emailing office@garfield.enfield.sch.uk

Thank you for taking time to read our pack. I hope you will feel inspired to complete your application.

Keith Carrano

Keith Carrano

Chair of Governors



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About Garfield Primary School



Garfield Primary School is a non-denominational 2 form entry Community School for girls and boys between the ages of 2 to 11, maintained by the London Borough of Enfield, with a KS1 Nurture Group.

Garfield is a lively, busy, caring and inclusive multicultural school which provides many rewards. The children, who have a wide range of language and cultural backgrounds, are welcoming and engaging. Approximately 61% have English as an additional language (EAL). There are approximately 37 different mother tongues spoken by children: the major language other than English is Albanian, closely followed by Turkish. Approx. 43% of children are entitled to free school meals (FSM); approx. 16% are on our SEN Register.

The school has an official planned admission number (PAN) of 60, and our pupil numbers are steadily expanding. For the 2022-23 academic year the school is organised into 13 classes plus one Nursery session (morning). It is a two form entry school now with the exception of years 3 & 5 (one class).

The curriculum at Garfield is very broad and enriched and we are proud to have 2 specialist teachers in ICT and Music and a

Sports Coach for PE. We have a wide range of extended services at Garfield. These include a Breakfast and After School Club that are run by staff employed at Garfield. We run a wide range of clubs which include KS1 and KS2 Choir, Mindfulness, Street Dance, ICT, Study Club and cooking.



One of the many highlights for pupils at Garfield, are the numerous special assemblies we host every year to celebrate a range of religions and cultures. As a multi faith school, we ensure that our children become familiar with many traditions and customs. Our assemblies on Eid, Diwali, Harvest, Christmas and Easter to name a few, are always very exciting and enjoyable events



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Inclusion and Equality

We take pride in ensuring we look at the "whole child" and focus on their academic and social development. One example of this firm commitment is that we have an organisation called "Talktime" working with us in school for two days a week to provide 1:1 counselling for some children who would be unlikely to receive support from other agencies. Talktime also runs sessions for two lunchtimes where children can self-refer if they have any concerns they want to discuss. We also have a Nurture room and a Lead Learning Mentor.

We are an attachment aware school and are further developing trauma informed practice. We have a KS1 Nurture Group (afternoons) and run a number of interventions to support our pupils. We have a range of specialist rooms and facilities for inclusion which greatly support our provision for pupils with SEND/SEMH.



At Garfield it is important to all staff that they get to know every child and ensure that all children know who they can talk to when they are facing times of challenge. We acknowledge that developing relationships is key and that children may need support in different ways and at different times to help them engage with their learning. We are curious and non-judgemental and place a huge emphasis on well-being and really try to understand why children may behave in different ways. Staff work hard to help the children 'ride the waves' and support them to become more resilient over time.



Parent Partnership & Community Links

Parent partnership and community links are very important to us at Garfield. We have a developing parent group called 'Garfield Community Association' (GCA), who regularly organise community events and raise funds for our school. We also ensure that our pupils are given regular opportunities to make a contribution to their local community. Developing community cohesion and sense of community are always key priorities at Garfield.

Leadership

Together the Head, Deputy and two Assistant Heads, form the Senior Leadership Team. We meet for a short daily briefing each morning as we know that communication is crucial and ensures our day to day organisation of the school is extremely well led. We have a robust school self-evaluation cycle and CPD & coaching is a strength. The Strategic Leadership Team consists of the Core Subject Leaders and we have 3 Achievements Leaders. We have supportive and highly skilled Governors who are linked to a year group/phase and specific areas.

Curriculum Standards

We are proud to lead a broad and rich curriculum. We have clear progression in each subject. We recognise some of our pupils do not arrive at Garfield at the expected standard for their age but through our high expectations and strong teaching, the significant majority of our pupils make good progress. Those that stay at Garfield from reception to year 6 generally reach/exceed national standards.



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Grow



We will grow and develop together in a safe, happy, harmonious school environment.



Achievement



We achieve to the highest standard possible and will provide our students with an outstanding education.



Respect



We respect and value everyone in our school community and take responsibility for our behaviour and actions.



Fun



We have fun as we learn, keep healthy and enjoy a broad and rich curriculum.



Inspire



We inspire our pupils to be independent, creative and successful learners with the moral values and qualities to make a positive contribution to our society and our school.



Everyone



Everyone is included, challenged and supported on their individual journey to success.



Learning



We encourage a love for life long learning and what we learn helps us to flourish in our society and our lives.



Discovery



Our school provides opportunities for adventure and discovery in which all feel curious to learn more about themselves and the world around us.



Garfield Values



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Next Steps

- Applications close on **Monday 17 April at 9am**. See Job Description and Person Specification enclosed
- Send **completed application forms direct to governors at:**
dpanchal@garfield.enfield.sch.uk (SBM)
- **We encourage applicants to visit the school.** Dates:
 - **Mon 27th March at 4pm**
 - **Wed 29th March at 9.15am.**

Please telephone the school office to make arrangements.

- If you would like to **speak to the Chair of Governors** please email:
dpanchal@garfield.enfield.sch.uk (SBM)
- The Governing Body will finish shortlisting on 18 April and successful candidates will be invited to a two-day assessment shortly thereafter.
- **Day 1** (25 April) will involve a number of assessments around the school.
- **Day 2** (26 April) will involved a panel interview and presentation for selected candidates.



Job Description – Headteacher

Job title: Headteacher, Full Time, Permanent
Salary Range: Outer London L21 – L27
Reports to: Governing Body and Local Authority
Start Date: September 2023

Core purpose of the post:

To provide professional leadership of Garfield Primary School which secures its continuing success and improvement, ensuring high quality education for all its pupils and excellent standards of learning and achievement.

Headteacher Responsibilities:

This job description reflects and references the DfE Headteacher Standards 2020

As the Headteacher of Garfield Primary School:

- Serve in the best interests of Garfield School pupils;
- Conduct yourself in a manner compatible with this influential position in society by behaving ethically, fulfilling the professional responsibilities, and modelling the behaviour of a good citizen;
- Uphold the 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 your own continued professional development, engaging critically with educational research.

School Culture:

- Uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- Uphold the Garfield Values to the highest of standards;
- Strengthen and sustain the school vision and ethos in partnership with the Governing Body and through consultation with the school community;
- Continue to 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;
- In consultation with the Governing Body, create and implement a strategic and sustainable plan based on sound financial planning so that the school can continue to improve.

Teaching and Learning:

- Establish and sustain high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how pupils learn;
- Ensure that effective strategies are in place to continue to rapidly close the gap for disadvantaged pupils and other vulnerable groups;
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains;
- Teach, as required.

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 student behaviour and courteous conduct in accordance with the school's behaviour principles and 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;
- Promote pupil mental health and well being.

Curriculum and Assessment:

- Ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught and which meets the requirements of the National Curriculum and the aims of the school, providing progression and continuity throughout the school;
- Ensure that the curriculum is appropriate to meet the needs of all pupils and takes account of the full context of the local community;
- Ensure that the curriculum actively develops the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of all pupils;
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities;
- Ensure effective use is made of formative assessment to shape and develop the curriculum.

Organisational Management:

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care;
- Agree and set appropriate priorities for expenditure with the Governing Body; allocate funds and monitor the effective administration and control of school budgets so that the School secures its objectives;
- Prioritise and allocate the school's financial resources efficiently and effectively to achieve the school's educational goals and priorities in line with the school's strategic and development plan, and financial context;
- Establish and oversee systems, processes and policies that enable the school to operate effectively, efficiently and with 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 school buildings and facilities meet the needs of the pupils and staff and are compliant with health and safety regulations;
- Explore and develop additional sources of funding;
- Ensure rigorous approaches to identifying, managing, and mitigating risk.

Additional and Special Educational Needs and Disabilities:

- Ensure the school holds ambitious expectations for all pupils including those 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, the Local Authority 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 regarding the SEND code of practice;
- Ensure a consistent and continuous school – wide approach to maximise every child's progress and attainment.

Continuous School Improvement:

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit the school's 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;
- Identify priority areas for improvement from evidence-based feedback from Governors, staff, pupils, parents and the community.

Working in Partnership:

- Forge constructive relationships beyond the school, working in partnership with parents, carers, the local authority and the local community;
- Commit the school to collaborate 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.

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.

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 the Governing Body
- 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.

Additional requirements:

- The Headteacher will be required to prioritise the safeguarding and promote the welfare of children and follow school policies and the staff code of conduct.

Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will be responsible for. The Headteacher may be asked by the Governing Body to undertake other duties reasonably regarded as falling within the duties of a leadership post.

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

Person Specification – Headteacher

The person specification below shows the key qualities, abilities, skills and experience we require in our new Headteacher. The selection panel will assess each candidate against these criteria. We are expecting candidates to demonstrate knowledge and understanding of each area and to show evidence of having applied (or awareness of how to apply) this knowledge in the school context. The information you provide in your application form in the 'supporting statement and achievements' section must show how you meet the requirements listed in the person specification. This person specification reflects and references the DfE Headteachers Standards 2020.

E = Essential Criteria D = Desirable

Qualifications	
Honours degree level qualification	E
Qualified Teacher Status	E
NPQH holder	D
Evidence of appropriate CPD	E
Current safer recruitment training	D
Current Child Protection qualification	D

Qualities	
Steadfast commitment to delivering an outstanding education for all students	E
Ambition, drive, determination and resilience to develop the School to the highest standards	E
Excellent leadership skills to build and develop effective teams, delegating where appropriate, holding staff to account and delivering on objectives	E
Excellent communicator, able to inspire and engage all stakeholder groups including pupils, parents/carers, staff, governors, external agencies and the Local Authority.	E
A strong commitment to leading an inclusive and anti-racist school which reflects the community it serves	E
Ability to be consistently professional even when under pressure	E
Ability to respond and deal with unexpected challenges calmly and positively	E
Ability to be reflective and adapt though feedback/experience	E

Knowledge and understanding of...	
Safeguarding legislation requirements and systems	E
Governance structure and operation	E
SEND legislation and procedures including code of practice and its implementation	E
School performance measures and systems to assess progress	E
Curriculum requirements (statutory) planning and implementation	E
Staff appraisal systems and knowledge of building effective teams	E
School finance	D
Current learning and teaching quality performance measures	E
The current Ofsted requirements	E
National developments and priorities in education	E

Experience and skills	
Substantial leadership experience at Deputy level, in an acting Headteacher role or as Head Teacher/Head of School	E
Proven record of proposing and delivering school improvement initiatives with high impact	E
Proven record of raising pupil achievement (progress and attainment)	E
Proven record of raising the quality of teaching and learning	E
Experience of classroom teaching In Foundation Stage, key stage 1 or key stage 2 (preferably in more than one key stage)	E
Line management of staff: addressing underperformance	E
Line management of staff: staff development	E
Significant experience of supporting special educational needs and disabilities within a mainstream setting	E
Experience in managing school Human resources	D
Ability to lead robust school self-evaluation processes and to develop and implement an effective plan to drive school improvement	D
Proven record of effective engagement with parents/carers and community groups	E
Leadership experience within a diverse multi-cultural and multi-lingual community	E
Experience of Managing the school budget and financial processes	D
Experience of managing the upkeep of the school buildings and facilities to ensure they meet the needs of the pupils and staff and are compliant with health and safety regulations	D
Active membership of Governing Body and/or Governing Body Committees	D