



Robin Hood Junior School

HEADTEACHER APPLICATION PACK





Headteacher Robin Hood Junior School – London Borough of Sutton
Group 3 Salary Range L18 to L24 (£79,630 to £90,694) NOR 358
Job Type: Permanent

Due to the retirement of our long serving and very well respected Headteacher, Robin Hood Junior School is looking for a forward thinking, motivational leader to build on our current successes and lead the school into its next exciting phase. The successful applicant will take up post from the start of the Autumn Term, 2025 or earlier if circumstances allow.

Robin Hood Junior School continued to be judged as Good in our latest Ofsted Inspection in December 2022. Ofsted reported that "Pupils are delighted to be a part of this school. They see it as a warm, welcoming place where they feel that they belong. Pupils said it is like being part of a big family. Pupils are kept safe."

Our dedicated and professional team of staff and governors are committed to continual improvement and to providing an outstanding educational experience for all pupils.

We are proud of the school's achievements and its standing in the local community. This is an opportunity to build on our strong foundations and to further develop our school ethos.

We are looking for a headteacher who:

- is dynamic and innovative with a proven track record of effective leadership and school improvement;
- has a passion for teaching and learning with high expectations of staff and pupils;
- will inspire, challenge and support the pupils, staff, parents and wider community;
- has excellent interpersonal, communication and organisational skills;
- is committed to further developing relationships across our local network;
- uses research findings to develop evidence-based practice and bring about continuous and sustainable improvement.

We can offer you:

- pupils who are enthusiastic and highly motivated with a love of learning;
- an established staff who are passionate about continued professional learning and committed to supporting and developing the school;
- a supportive and involved community;
- an excellent environment, including a purpose built, popular library and a class cookery base, providing real scope for learning;
- an effective, fully supportive and active governing body;
- a healthy and well managed budget;
- an opportunity to make a real difference to the lives of our pupils at Robin Hood Junior School;
- a supportive personal and professional developmental package.

We value the work-life balance of all staff so are willing to consider flexible working requests, including job share/co-headship arrangements. Visits to see the school in action are actively encouraged. To arrange this, please contact the school office on 0208 642 4292.

To talk with our adviser, for any further information please contact Terry Rollings on 07917 080205 or terry.rollings@fordschoolseducation.co.uk

Completed Application Forms should be sent to Terry at the above email address.

Closing date for applications is noon on Friday 28th March 2025.

Interviews will be held at the school on Wednesday 23rd and Thursday 24th April 2025.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post is subject to an enhanced DBS check. We strive to be fully inclusive and make every effort to support children and families with additional needs.



Dear Candidate,

Thank you for your interest in joining our school. Robin Hood Juniors is a friendly, well-regarded and successful school which has been in the heart of Sutton town centre for fifty-five years. As the demographics of the area have changed over time, we have remained a caring and inclusive community school.

Due to the retirement of our Headteacher, we are now looking for the right person to lead us on to the next chapter of our story. Mrs Broers led the school for ten years. During this time, she built an excellent team and has left the school in a very strong position to meet the challenges and opportunities existing in education today.

We are seeking to appoint a new leader who will share our passion for teaching and learning, have excellent leadership and communication skills and the ability to inspire and think creatively, in order to build on our strong foundations and further develop the considerable successes of the school.

We are a three-form entry, local authority maintained junior school with strong links within our diverse local community and the wider educational field. We have an enthusiastic and talented staff, an effective governing body, supportive parents and inquisitive and engaging pupils with a thirst for learning.

We are looking for somebody to join us from September 2025, or earlier if circumstances allow. We are willing to consider flexible working requests, including job share /co-headship arrangements.

In this information pack you will find further details about the role and the application process, which we hope you will find helpful in guiding your application. There is also a wealth of information about the school on our excellent [website](#), but if there is anything you wish to know, please ask during a visit.

We actively encourage prospective applicants to come and see the school in action, so please do not hesitate to arrange a time by contacting the office on 0208 642 4292, or email: office@robinhood-junior.org.uk

We are very much looking forward to meeting you.

Best wishes,

Donna Foster, Chair of Governors

Robin Hood Junior School
Thorncroft Road
Sutton
Surrey SM1 1RL

020 8642 4292



About our school

Welcome to Robin Hood Juniors, a strong and resilient community that thrives on the support of parents and families, local networks and neighbours.

We seek to create a safe, caring and happy environment in which all pupils are involved and can thrive personally, socially and academically. Safeguarding is at the heart of everything we do. We work in partnership with parents to give children the best possible chance to succeed.

We are a community co-educational school for girls and boys aged from 7 to 11. Admissions are very stable, and we are always close to capacity. We currently have 358 children on role, with three classes in each year group. At the moment we have a few more girls than boys. Most children transfer to us from Robin Hood Infant School, and we work closely with them to make sure this is a smooth transition. Our Year 6 pupils transfer to High Schools across the borough and in neighbouring boroughs. We also have links with other educational providers within the Borough, which we are keen to continue and possibly extend.

We make the best and flexible use of the premises to enhance the wider curriculum, including a music building (also used for wrap around care/clubs etc.) an allotment area, and a recently added climbing wall. Our well resourced library is popular, well-used and accessible, including at lunchtimes.

We are a diverse community with around half of our pupils speaking another language as well as English and around a fifth being entitled to Pupil Premium Grant. Around 10% of our pupils receive support for a Special Educational Need or Disability. The inclusiveness and diversity of Robin Hood Juniors is very special. We look forward to meeting you.

Our Values and Ethos

Our motto is Aim High, and we have embedded this across every aspect of school life.

At our school, the needs of the child come first. We don't label or set limits. We develop capacity in adults and children.

We are inclusive. We are committed to using equalities legislation; qualitative data and research; adapting to changing local and national pictures and the pressures on budgets.

We look outwards; constantly seeking to widen the rich and engaging experiences offered to our pupils and staff. Collaboration is encouraged at every level.

We know that the culture of the school eats strategy for breakfast! Everyone is empowered to take opportunities, be brave and try and then evaluate new ideas and initiatives. We rarely say no.

Our school curriculum is so much more than the National Curriculum. It's the whole school experience - from the smile on the gate to the thrill of a school trip, the Athletics challenge to the Art exhibition, the football match to the charity fund-raising event.

We cannot know that poetry soothes us, logic helps us to think and football exhilarates us, without being introduced to them.

Our school curriculum must invite you to the conversation.

Every member of our school community is supported to be ready for their next stage. That may be transition from Y2 or to Y7; early career teacher to subject leader; trying something new, contributing in a meeting or asking for help.

Knowledge enables you to envisage an alternative. It's not common sense; it is systematic and specialised so you can generalise and think beyond your context.

We are all learners.



Our curriculum

At Robin Hood Junior School we will support children and adults to be:

- literate and numerate – we want to achieve outcomes which build on our starting points and reflect our high expectations;
- hardworking – this means being reflective and resilient; able to persevere, punctual and aware of our place in society;
- communicators – through all areas of the curriculum and in all our interactions with others we aim to communicate clearly and effectively;
- brave – we are taking risks in our learning, extending ourselves and those around us;
- compassionate – showing we are aware of differing experiences and opportunities; being proactive, tolerant and open to ideas.

We apply our motto 'Aim High' to all aspects of the curriculum to ensure our children get the highest quality education.

Our school curriculum is the entirety of provision and experiences planned to promote learning, personal growth and development. This includes not only the formal requirements of the National Curriculum but also the range of outdoor learning and educational visits (including a residential trip), drama and musical performances, workshops, clubs (before school, at lunchtime and after school), assemblies, local and national initiatives and enrichment opportunities (such as fundraising and School Council).

As a maintained school, we follow the National Curriculum including a detailed programme of Personal, Social, Health, Relationships and Sex Education. We are committed to ensuring our pupils are taught a curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values (of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs) supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Our curriculum aims to:

- provide a broad and balanced education for all pupils that is coherently planned and sequenced;
- equip pupils with the knowledge and cultural capital they need to succeed in life;
- enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations;
- support pupils' spiritual, moral, social and cultural development;
- support pupils' physical development and responsibility for their own health, and enable them to be active;
- promote a positive attitude towards learning;
- ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

Our curriculum planning:

- focuses on coherence and narrative within subject domains so that key concepts are regularly revisited and developed;
- is sequenced and progressive, going beyond the National Curriculum where appropriate;
- connects pupils to great works and achievements of the past as well as the richness, variety and opportunities of the modern world;
- teaches reflection, critical thinking and questioning;
- maintains high quality provision so that no child gets left behind.

To see an overview for each curriculum area as well as how we aim to develop skills and knowledge from Y3 to Y6 see the school's [website](#).



From the children of Robin Hood Junior School

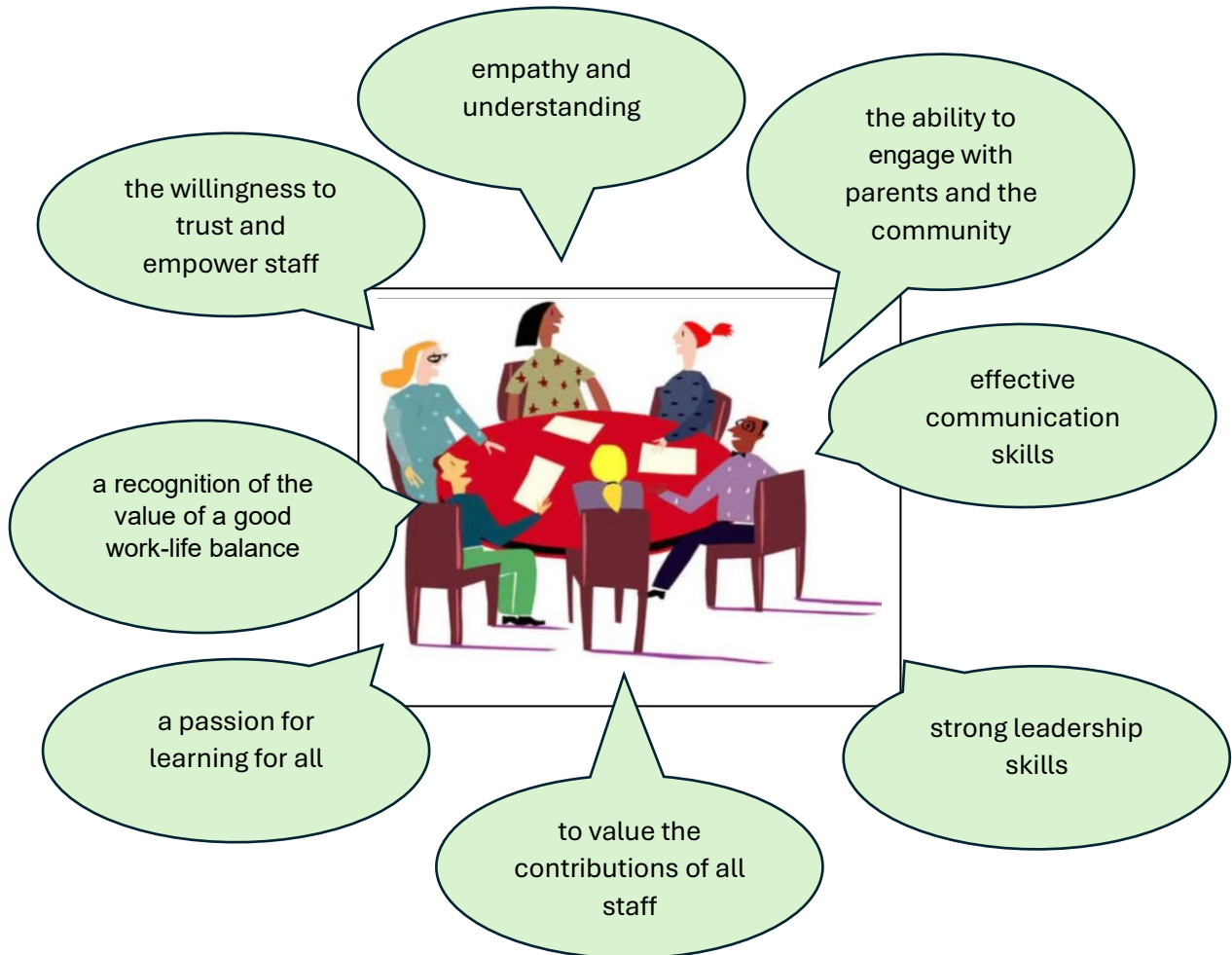
We would like our new Headteacher to be someone who.....





From the staff of Robin Hood Junior School

The abilities, skills and qualities we would like our new Headteacher to have are.....





Headteacher Job Description

Group 3 L18-L24

Qualities:

Our new Headteacher will be passionate about achieving the best possible outcomes for our children. They will care about the whole family: parents, carers and children and will value our staff and the contribution they make. They will be welcoming, genuinely friendly and visible to parents. Our Headteacher will enjoy celebrating success, in all its forms, and expect our children to leave our school with a life-long love of learning and well prepared for the challenges ahead.

Their style of leadership will be calm, considered, inclusive and they will use distributed leadership to facilitate decision making and manage change. They will deliver strategies designed to help all our children to become resilient and confident learners, who are excited by their learning experiences and who expect, and are encouraged, to do their very best.

They will understand our changing and evolving community, and will have the ability to build and maintain a sense of togetherness and common purpose. Motivating staff, with a focus on their development, will be a key part of our Headteacher's day to day activities. They will be outward facing, collaborating with other schools, the Local Authority and other organisations for the benefit of our pupils and their families.

Duties, ethics and professional conduct:

This job description is subject to the general conditions of service for a Headteacher as set out in the current School Teachers' Pay and Conditions Document. This job description is aligned to the Headteachers' standards – October 2020. Our Headteacher is expected to demonstrate consistently high standards of principled and professional conduct (see Headteachers' standards – section 1). They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Our Headteacher will uphold and demonstrate the Seven Principles of Public Life (the Nolan principles) at all times.

Main Purpose:

The Headteacher will, through their own actions and working with the Senior Leadership Team (SLT), provide professional leadership, vision and strategic direction for our school in order to ensure the highest quality of education and a positive and enriching experience for all our pupils. Our Headteacher will:

School Leadership & Culture

- establish and sustain our school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community;
- create a culture where our 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;
- develop leadership capacity and teamworking across the staff team;
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment;
- ensure a culture of high staff professionalism.

Teaching and Learning

- 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;



- promote a positive learning culture that will enable pupils to become effective, enthusiastic, independent learners committed to life-long learning;
- ensure effective use is made of formative assessment to inform adaptive teaching.

Curriculum and Assessment

- ensure a broad, structured, creative 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 a range of evidence-informed approaches to reading and ensuring there are positive links to writing development;
- give due attention to the use of systematic synthetic phonics where appropriate;
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of all curriculum areas.

Behaviour and Attitudes

- establish and sustain high expectations of behaviour, punctuality and attendance for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff, parents 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 our school model and teach the behaviour of a good citizen.

Additional and Special Educational Needs and Disabilities

- ensure our school holds ambitious expectations for all pupils with additional and special educational needs and disabilities;
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively;
- ensure our 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 our school fulfils its statutory duties with regard to the SEND code of practice.

Professional Development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs;
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development;
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

Organisational Management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care;
- promote the welfare and wellbeing of pupils and staff through effective training and management;
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds;
- ensure staff are recruited, deployed and managed well with due attention paid to workload



- establish and oversee systems, processes and policies that enable our school to operate effectively and efficiently;
- maximise the benefit to be gained from ICT in learning and operating our school;
- ensure rigorous approaches to identifying, managing and mitigating risk;
- maintain a safe and healthy environment in school that complies with our school policies and statutory requirements.

Continuous School Improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement;
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to our school's context;
- ensure careful and effective planning and implementation of development strategies, which lead to sustained school improvement over time.

Working in Partnership

- forge constructive relationships beyond our school, working in partnership with parents, carers and the local community;
- commit our school to work successfully with other schools and organisations in a climate of mutual challenge and support;
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

Governance and Accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility;
- establish and sustain professional working relationship with those responsible for governance;
- ensure that staff know and understand their professional responsibilities and are held to account;
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

This Job Description forms part of the contract of employment of the person appointed to this post.

Robin Hood Junior School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.



Person Specification

	Criteria	
Qualifications	Qualified Teacher status	E
	Graduate level qualification	E
	Completed NPQH (except substantive Headteachers in post before April 2004)	D
	A record of recent and relevant in-service training	E
Experience	Proven successful leadership at senior level in a primary school as a Headteacher or Deputy Head or equivalent.	E
	Experience of working in an urban setting.	D
	Experience of working in a culturally diverse community.	D
	Experience of working effectively with the school community and external partners.	E
	Experience of developing a differentiated and creative curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs.	E
School Leadership & Culture	Ability to strategically develop and lead a school in partnership with governors and in consultation with the school community.	E
	Proven track record of the ability to raise significantly the academic and personal achievement of all pupils.	E
	Have the intellectual understanding and emotional intelligence to manage the wellbeing and development of pupils and staff, consequently enhancing leadership capacity and teamworking.	E
	Ability to innovate and find creative solutions to a wide range of issues.	E
	Excellent interpersonal and communication skills, both oral and written, to communicate a vision and inspire and motivate the whole school community.	E
	Evidence of the ability to promote positive and respectful relationships to create a safe and inclusive school environment.	E
Teaching and Learning	Ability to identify and develop high-quality teaching.	E
	Able to create the conditions for a positive learning environment that enables pupils to become life-long learners.	E
Curriculum and Assessment	Know how to develop and maintain a broad, structured, creative and coherent curriculum which clearly sets out the knowledge, skills and values that will be taught.	E
	Ability to use, analyse and monitor pupil assessment data to identify needs and trends to promote an appropriate level of challenge to all pupils.	E



Behaviour and Attitudes	Proven skills to establish consistent systems and procedures which bring about effective behaviour management, punctuality and good attendance.	E
Additional and Special Educational Needs and Disabilities	Evidence of a commitment to an inclusive education which addresses the needs of all learners in a diverse community.	E
Professional Development	Evidence of a commitment to the continuing professional development of self and other members of staff.	E
Organisational Management	Knowledge and understanding of how to sustain a safe, secure and healthy school environment, in accordance with Child Protection and safeguarding legislation.	E
	Knowledge of legal issues relating to managing a school including health and safety, equal opportunities, race relations, disability, human rights and employment legislation.	E
	Experience and understanding of managing financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.	D
	Experience of recruitment and management of staff and their workloads.	E
	The ability to prioritise tasks, make informed decisions and implement them in a flexible manner.	E
	An understanding of technology and its role within the classroom and in the running of the school.	E
	Experience of identifying, managing and mitigating risks.	D
Continuous School Improvement	Evidence of the ability to establish robust systems of quality assurance, develop effective improvement plans and to ensure their consistent implementation and impact.	E
Working in Partnership	Ability to work constructively and effectively with parents, carers and the local community.	E
	Evidence of willingness to work in a collegiate way with colleagues, other local schools and the Local Authority	E
Governance and Accountability	Knowledge and experience of governance and external accountability.	E
	The ability to use performance management and line management to secure accountability and improve performance.	E

E- Essential, D Desirable

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.



Robin Hood Junior School – Headteacher Appointment Summary and further information about the selection process

Visits to the school are welcome. Please contact the school office direct on 0208 642 4292 or email: office@robinhood-junior.org.uk

- Closing date for applications is noon on **Friday 28th March 2025**.
- Candidates will be notified if shortlisted for interview by the end of Monday **31st March 2025**.
- References and due diligence checks will be carried out in advance of the interviews.
- Interviews will take place on **23rd and 24th April 2025**.

The process will include:

DAY 1

Please note that on arrival on Day 1, to comply with safer recruitment procedures, you will be asked to provide proof of identity, two proofs of address, original qualification certificates for courses completed or professional organisations and a current DBS Certificate.

If you submitted your application electronically you will be asked to sign a copy of your form on arrival and you will be asked to complete the criminal records self-declaration form.

Activities for all candidates:

- a classroom observation and feedback to the teacher;
- a Leadership and Management Panel;
- a Teaching, Learning and Curriculum Panel;
- meeting with pupils;
- meeting with staff;
- written tasks.

At the end of day 1 the selection panel will meet and candidates will be notified whether they will be taken through to day 2.

DAY 2

Activities for candidates taken through:

- an assembly;
- a budget/finance discussion;
- a presentation (focus notified at the end of day 1);
- a Full Panel Interview.

Any successful candidate will be notified at the end of the second day after ratification by the full Governing Body.

Unsuccessful candidates will be notified by phone afterwards and offered feedback.



Contact and Location Details



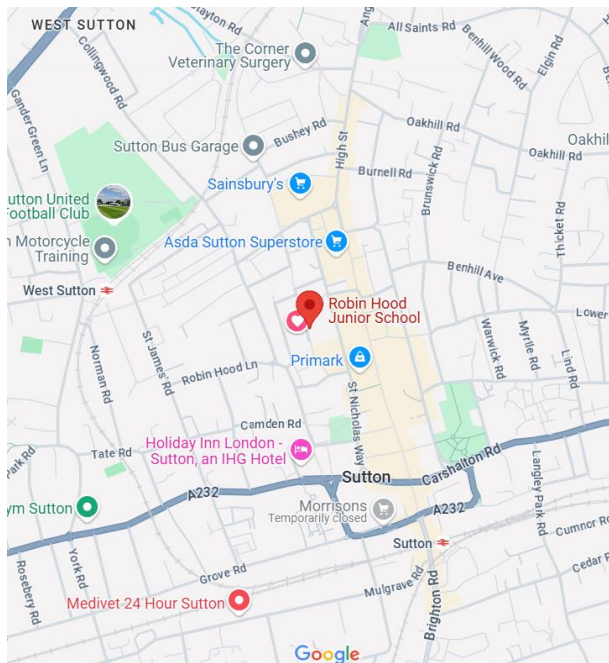
Robin Hood Junior School
Thorncroft Road
Sutton
Surrey
SM1 1RL

Our fabulous office staff are Mrs Michele Hoblyn; Mrs Rachel Jones and Mrs Sarah Davenport

Telephone: 0208 642 4292

Email: office@robinhood-junior.org.uk

Location: (a 15 minute walk from Sutton Railway Station)



Visitors by Car Information:

Please note that School Street cameras are in operation and vehicles are NOT permitted to enter onto Thorncroft Road between the hours of 8.30am and 9.00am and between 2.30pm and 3.30pm on Monday to Friday inclusive, during term time.