



Mosaic

INSPIRE  
RESPECT  
EXCEL

HEADTEACHER CANDIDATE INFORMATION



# Mosaic



*'Leaders and governors have been successful in establishing a school community in which pupils of different faiths and cultures embrace their differences.'*  
Ofsted 2015

Dear Applicant

Thank you very much for your interest in the Headteacher appointment at our school. I hope the recruitment pack and website [www.mjps.org.uk](http://www.mjps.org.uk) will provide you with the information you need and encourage you to visit our school so you can see for yourself what a special place it is. MJPS is a Free school, opened with one Reception class in 2013. We moved to our wonderful new purpose built permanent site in September 2015 and are now growing to a two form entry school with an intake of up to 420 pupils.

Two years after opening – July 2015, Ofsted rated the school as outstanding in all areas and our faith inspection in November 2015 confirmed this.

Our present Headteacher has made a huge contribution to setting MJPS on the right path. This job offers a wonderful opportunity to our next Headteacher to work with staff, governors, parents and carers to develop the school to full capacity, to sustain and build on progress so far and to propose and implement ideas for making the most of the potential offered by our school site internally and externally.

This is a chance, a career opportunity, for someone to really make an impression on the school. We have highly motivated and dedicated staff who offer all our children the very best of opportunities for becoming happy, successful, confident learners for life.

MJPS is a faith school for our times. Some children come from across the Jewish community and considerably more from the local and wider community with a variety of backgrounds, languages and faiths. The children know who they are and respect and celebrate each other's traditions with enthusiasm.

Our forward-thinking Governors take an active role within the school, taking their responsibilities very seriously. They will support our new Headteacher in providing a safe, nurturing and stimulating environment, which incorporates new ideas.

To get the most out of your application, please read through the person specification carefully and provide specific examples to demonstrate how you meet the criteria. Other criteria will be assessed elsewhere in the selection process.

We would be delighted to arrange a visit, you can be assured of a warm welcome.

All completed application forms must be emailed to [chair@mjps.org.uk](mailto:chair@mjps.org.uk)

We look forward to receiving your application.

Yours sincerely,

**Diana Muallem - Chair of Governors**



# Mosaic

*This job description is subject to the requirements of the latest School Teachers' Pay and Conditions Document and the National Standards of Excellence for Headteachers*

## Job Description

### Main Purpose

- Overall responsibility for the organisation, management and conduct of MJPS, providing professional leadership and strategic direction to ensure the achievement of the highest possible standards overall.
- Leading by example and providing inspiration and motivation to the whole school community, promoting high levels of progress and attainment within an inclusive, caring and safe environment.
- Working in partnership with the whole staff, parents, carers and governors to maintain the school's vision and ethos which values all members of the school community as individuals aiming to achieve MJPS' principles of 'Inspiration, Respect and Excellence'.
- Ensuring that strategic planning takes account of the school's ethos, diversity, values and aspirations of the families who use the school, and the wider local community.
- Maintaining a high standard of behaviour, supported by policies and practices that promote self-esteem, self discipline, independence and responsible attitudes.

### Learning and Teaching

- Ensuring that the goal of outstanding teaching and learning is at the centre of strategic planning and resource management.
- Inspiring and motivating every teacher to deliver a consistently high standard of quality first teaching for every pupil
- Promoting a culture of continuous improvement for every child.
- Leading, developing and monitoring an imaginative curriculum, including the integrated Jewish education curriculum, to ensure a creative, flexible and balanced approach that stimulates enjoyment and enthusiasm for learning.
- Promoting and encouraging creativity and innovation with new technologies to enhance teaching and learning.
- Developing and maintaining a broad range of extra-curricular activities.
- Maintaining and further developing effective systems for communicating with pupils, parents/carers, staff and governors to ensure that individual targets and progress are achieved.
- Ensuring that all pupils receive equal access to high quality education designed to challenge and stimulate, delivered in a disciplined, safe and healthy environment.
- Ensuring that all pupils, including those with SEND, are aware of the high expectations held for them and are supported to achieve.





### ► Shaping the Future

- Leading the growth of the school to full capacity in attractive and vibrant SW London
- Ensuring the ethos and aims of the school are clearly articulated, shared, and acted upon effectively through curriculum planning and delivery, leadership and management and when celebrating festivals, traditions and life in the community.
- Ensuring strategic planning across the school community translates the vision by agreeing objectives and operational plans for the School Development Plan. Taking account of the school and community's diversity, values and ethos.
- Planning and promoting school progress towards maintaining an Outstanding Ofsted grade.
- Demonstrating British and Jewish values in everyday practice. Through school policies ensuring the safeguarding and welfare of all pupils.
- Ensuring creativity, innovation and the use of appropriate new technology bring excitement to learning and contribute to achieving excellence.
- Ensuring in partnership with the Governing Board, that the whole school community is kept up to date with educational initiatives and that strategic planning takes account of the DfE's strategies for developing Academies and Free schools.

### ► Developing Self and Others

- Leading by example and creating a shared commitment and responsibility for the school through collaborative team work, distributed leadership and professional reflection and analysis.
- Motivating, supporting, challenging and developing the whole school staff to ensure that everyone benefits.
- Treating people fairly and equitably, with dignity and respect, to maintain a positive school culture and allow an appropriate work/life balance.
- Building a collaborative culture which positively embraces change and progression.

### ► Managing the Organisation

- Ensuring the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Welcoming strong governance and actively supporting the Governing Board to carry out its role effectively.
- Setting appropriate priorities for expenditure within a balanced budget and ensure effective, transparent, efficient financial and administrative controls in partnership with the Governing Board.
- Producing and implementing evidence-based improvement plans and policies to improve the school environment and its facilities and ensure high levels of achievement for all.
- Recruiting, retaining and deploying staff appropriately; managing their workloads to achieve the school's goals.
- Ensuring that all statutory and advisory duties regarding safeguarding are in place and robustly monitored.
- Maintaining effective systems with staff for safeguarding all pupils, working with external agencies as required.
- Ensuring that the Governing Board is made aware and kept fully informed of any concerns, which he/she may have in relation to safeguarding and/or child protection.
- Establishing rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice.



### ▶ Accountability

- The Headteacher will be accountable for the efficiency and effectiveness of the school to the Governing Board and Trust, to pupils, parents/ carers, staff, the DfE and the wider local community by:
- Promoting a culture of accurate self- evaluation among the whole school staff so that they too feel accountable for the success of the school
- Providing accurate, timely and appropriate accounts of the school's performance to a range of audiences-Governing Board, parents/carers, the wider local community, Ofsted and others - to enable them to play their part effectively
- Ensuring all legal requirements for health and safety, maintenance and financial management are fulfilled, including risk assessment procedures.

### ▶ Strengthen the Community by

- Engaging positively with the internal and external school community, ensuring that parents/carers and pupils are well informed about the vision and plan for the school to encourage their involvement in sustaining a successful school.
- Collaborating with outside agencies to ensure high academic achievement.
- Maintaining and promoting positive strategies that value the diversity of the school community and ensuring the provision of equal opportunity and treatment of all of the school community.
- Preserving and developing the inclusive Jewish character and foundation of the school,
- Providing religious education in accordance with the policy of the Governing Board which has regard for all other faiths, beliefs and none.
- Developing and maintaining effective partnerships with other primary and secondary schools, organisations and agencies to further pupil welfare, achievement and community involvement and cohesion.

INSPIRE  
RESPECT  
EXCEL







# Mosaic

“Classroom environments and lessons stimulate and enthuse pupils inspiring them to learn.”

*Ofsted 2015*

## Person Specification

### 1. Qualifications and Training:

- Qualified Teacher Status
- Relevant Degree for teacher training or equivalent
- Recent appropriate professional development and/or NPQH

### 2. Experience:

- Senior leadership experience in a Primary School with a track record of successful leadership, as a Headteacher or Deputy/Assistant Headteacher. In particular experience of
- Safeguarding children and a commitment to its importance, setting benchmarks, monitoring and evaluating the quality of teaching.
- Planning, determining and organising curriculum areas
- Budget management and financial responsibilities.

### 3. Qualities and Knowledge:

- Ability to fully support and build on the strong inclusive Jewish ethos and values of the school and the close links across Jewish communities, local community and those of other faiths and beliefs.
- Comprehensive knowledge of national policy, current educational legislation, initiatives and inspection expectations.
- An exceptional reflective, analytical teacher who makes timely evidence based decisions based on good judgment and understanding of how children learn.
- A positive and resilient individual with enthusiasm, drive, vision and integrity
- Commitment to developing partnerships with children, parents/carers, governors, other schools and the wider community.
- Belief that all children can succeed both socially and academically.

- Commitment to equal opportunities for staff and pupils in an inclusive community.
- Can work under pressure with competing priorities.
- Excellent interpersonal skills and communication skills, both oral and written.
- Approachable, able to listen to and reflect on the needs of all stakeholders.
- A sense of humour.

#### 4. Pupils and Staff:

- Proven commitment to staff's and own personal and professional development.
- Work closely with the Senior Leadership team, drawing on their strengths and delegating when appropriate.
- Proven track record, reflected in an ability to achieve high levels of progress and attainment for every child.
- Will sustain pupils' high standards of behaviour
- Ability to use, analyse and monitor pupil assessment data to identify needs and trends in order to promote an appropriate level of challenge for all pupils.
- A proven commitment to inclusive education which addresses the needs of all learners.
- An ambitious and diligent professional who can motivate and inspire pupils, staff, parents/carers and governors.

#### 5. The Self-Improving School System:

- Can clearly communicate their strategic vision.
- Experience of school self-evaluation - analysing and reporting progress and attainment in teaching, learning and assessment.
- Can motivate and inspire staff and children in the pursuit of excellence.
- Ability to work in partnership with the governors, providing them with information, advice, and guidance to enable them to meet their responsibilities and hold the school to account.
- Track record of leading school improvement to raise standards.
- Experience and understanding of an Ofsted inspection.

#### 6. Systems and Process:

- Passionate about 'quality first teaching', ensuring that a clear and rigorous system is in place for self-evaluation, actions for improvement and monitoring all staff.
- Familiarity with appropriate assessment systems with the ability to analyse data and use the findings to inform future practice.
- Proficient in a variety of software packages.





Mosaic



“A school schedule that allows teachers to be innovative and not formulaic.”

of dedicated and inspirational staff

their first day of school.”

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Create an environment where **everyone is immersed in learning** - inside and out.”

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Create situations where **children can make mistakes.** That's where **learning takes place.**”

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Mosaic

## Headteacher Recruitment Schedule

All completed application forms must be emailed to [chair@mjps.org.uk](mailto:chair@mjps.org.uk)

<b>Advert appears</b>	<b>2nd December 2024</b>
<b>Potential applicant visits to the school</b>	<b>11th to 17th December 2024 7<sup>th</sup> and 8<sup>th</sup> January 2025</b>
<b>Closing date</b>	<b>Friday 10th January 2025</b>
<b>Short listing</b>	<b>Monday 20th January 2025</b>
<b>Selection process</b>	<b>Friday 24<sup>th</sup> January 2025</b>