



Headteacher Candidate Information Pack

**"A happy,
caring place
with a real
sense of
community."**

Ofsted



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A warm welcome to Seven Mills...

Dear Candidate,

Thank you for your interest in Seven Mills Primary School. I very much encourage you to come see our school and meet our wonderful children. They come from a wide variety of backgrounds, reflecting the borough's rich cultural and economic diversity. We are proud to be a local authority school, children coming from the local catchment area on the Isle of Dogs.

The post of Headteacher will become vacant from September as our current Headteacher Tom Foster is moving to another larger school in the borough for a new challenge. Tom leaves us after 5 successful years that have seen the school develop and grow, he has done a great job but now its time for a new Headteacher to take us on the next stage of our journey.

We strive to give our children the best possible education and start in life and to inspire in every child a love of learning, which we do through an extremely broad curriculum, with lots of trips, residential and a string music programme. We are proud of our reputation for inclusion and support of our children with special educational needs – many with complex needs. We go to great lengths to meet their needs and we really value their successes.

We pride ourselves on our close-knit, friendly school community. Our staff are a tight, cohesive team who work together. Our parents are strongly committed to helping their children succeed in school. Members of the wider community make valuable contributions to school life, helping our children learn about the world around them.

Partnership and collaboration are central to our way of working and we are part of the Tower Hamlets Education Partnership and are very active members of the Isle of Dogs collaborative of schools. We don't exist in isolation and we work with others so that we can support each other. We are absolutely committed to the principle that we to succeed when we do so with the other schools around us: it is not a competition.

We are looking for a new Headteacher, who will maintain the character of a diverse, inclusive, friendly and community-based school, whilst continuing to raise standards for all children. Our new Headteacher will enjoy building on the recent successes of the school. She/He will enjoy working with a committed team of staff and will love working with our children who make the job worthwhile and fun! The new Headteacher will have the support of an active Governing Body and the Local Authority.

We look forward to hearing from you and hopefully to receiving your application by 12.00 on 28th March 2024.

Yours sincerely,

Jill Baker

cog@sevenmills.towerhamlets.sch.uk



Recruitment process details

Headteacher

Salary Range: Inner London Leadership Scale L15 to L21 (£75,545 to £86,119)

Seven Mills Primary School is seeking to recruit an ambitious and innovative leader to lead the school on the next phase of our exciting journey. The post-holder will be responsible for formulating, articulating and delivering the vision and values of the school and ensuring that not only do the children get the best education on the Isle of Dogs but the children continue to be at the forefront of every decision taken at Seven Mills.

We are a popular, friendly, inclusive primary school in a vibrant East London community, located just five minutes walk from Canary Wharf. Our school places children at the centre of everything we do and endeavours to ensure that every child feels safe, supported, happy, enthused and challenged. Our children are empowered to excel, through providing exciting, experiential learning, rooted in equality of opportunity.

Seven Mills thrives through the support of our families, the commitment of our staff, the enthusiasm of our children and the collaboration with neighbouring schools.

We can offer:

- An opportunity to develop our school from good to outstanding through empowerment and autonomy
- Excellent teachers who are looking for ways to develop pedagogy through coaching and mentoring from an experienced and empathetic leader.
- Compassionate, well-behaved children who enjoy learning and are motivated to do well.
- A welcoming, experienced staff team, who are creative in their ideas and empowered to take risks.
- An ambitious leadership team who are committed to supporting and developing all staff through coaching and CPD.

Visits to the school are strongly recommended.

Further information, an application pack or to arrange a visit please contact Nazma Ghani on 0207 987 2350 or admin@sevenmills.towerhamlets.sch.uk or visit <https://www.sevenmills.towerhamlets.sch.uk/vacancies/>.

The Headteacher Job Description and Person Specification can be found at the back of this pack.

To apply for this role please complete the Tower Hamlets application form.

In addition to the application form you are required to respond to the Person Specification requirements for this role with evidence and examples of your experience. You are not at this stage expected to respond to all points as many can only be established at interview. Your response to this should be no longer than two sides of an A4 sheet in Calibri 11 font.

You are also required to provide a Personal Statement with the reasons why you would like to be the new Headteacher of our school. Your Personal Statement should be no longer than one side of an A4 sheet in Calibri 11 font.

If you have any questions about the role or the process of application, please call Andrew Best on 07917 080201.

We are committed to ensuring equality and diversity is central to the operation of our school through the staff we employ and the provision that we make.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

Start Date: September 2024

Closing Date: Thursday 28th March at 12:00

**Interviews: Tuesday 16th and Wednesday 17th April
(Candidates to be notified of attendance by 11th April 2024)**



Our Vision and Values

OUR VISION

To provide our children with
THE BEST EDUCATION
 ON THE ISLE OF DOGS THROUGH
EXCITING
 EXPERIENTIAL LEARNING
 rooted in
EQUALITY
 OF OPPORTUNITY
 and demonstrate our
MORAL PURPOSE
 through care for
OUR COMMUNITY
AND THE WIDER WORLD

OUR VALUES



Each class is named after a different person who embodies our values. This changes each year and is linked to a particular theme, such as civil rights leaders, architects or authors.

This year we have sports stars as our theme.

Year Group	Sports Star
Nursery	Emma Raducanu
Reception	Lewis Hamilton
Year 1	Mark Cavendish
Year 2	Usain Bolt
SEND Class	Giannis Antetokounmpo
Year 3	Brigid Kosgei
Year 4	Mohammed Ali
Year 5	Mary Kom
Year 6	Jessica Ennis Hill
Music Room	Akram Khan







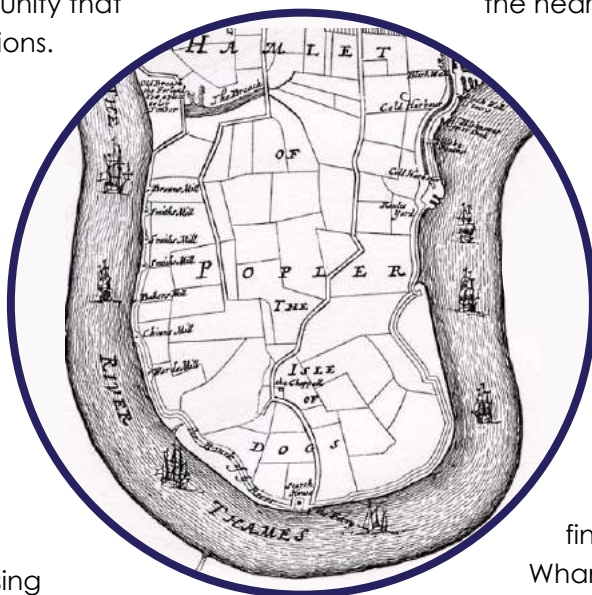
Our community

Many people are unaware that nestled amongst the impressive buildings of Canary Wharf lies a community that has been here for generations.

This community, our community, historically depended on the docks and the river for their livelihoods and were known as the Islanders. Islanders have lived here since before the First World War and survived the Blitz of World War II.

After the war, council housing was built all over the island to replace homes that had been destroyed. The Barkantine Estate was built to create a "modern and spacious environment in which people could play and live".

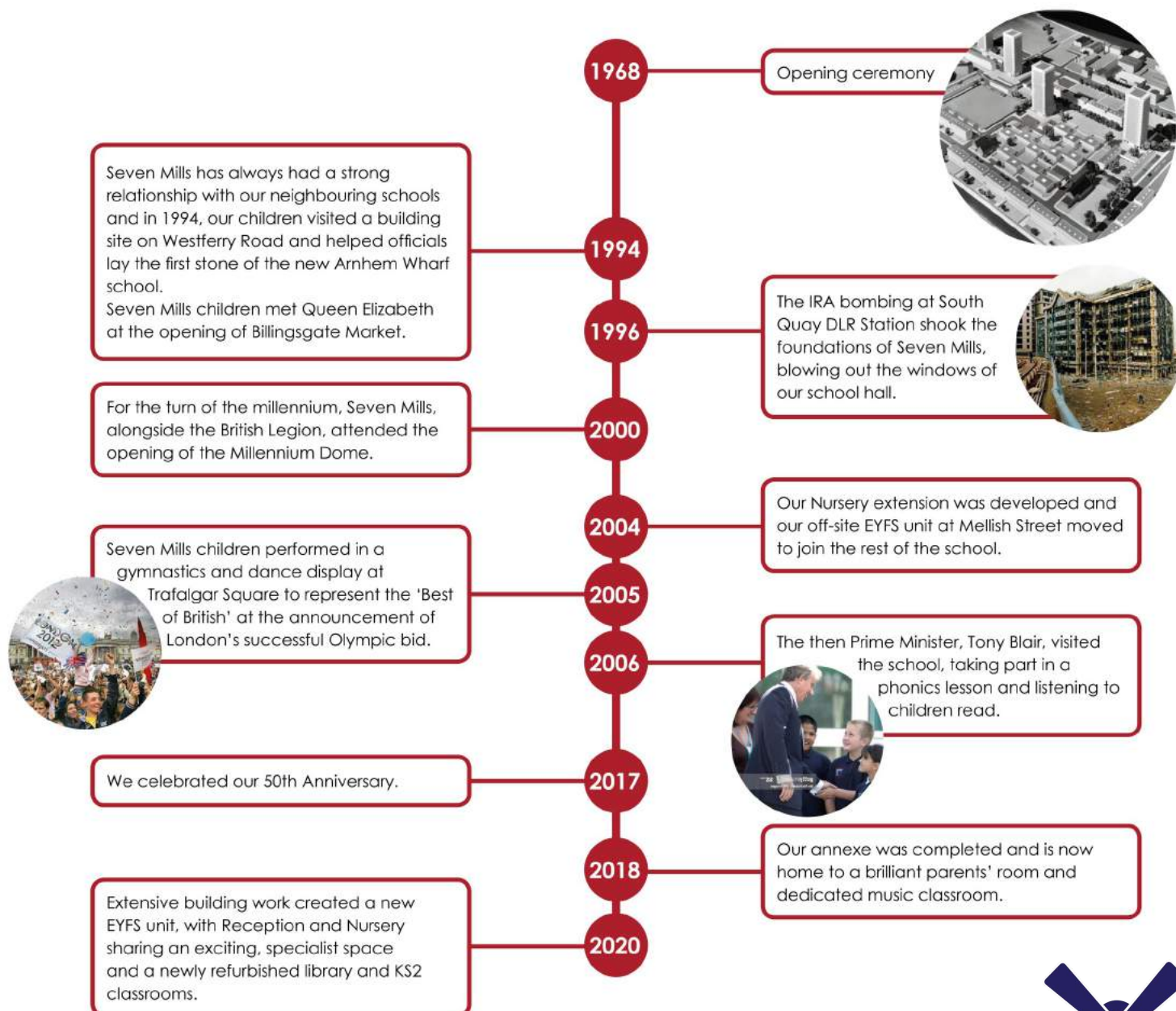
By the late 1960s, the estate was underway, with a temporary primary school located at the heart of it. That was Seven Mills.



Originally built alongside the Barkantine Estate in 1967, Seven Mills was named after the seven windmills which once stood on the western side of the Isle of Dogs over 300 years ago.

The recession of the 1980s and the development of the financial centre at Canary Wharf in the 1990s has seen the island change dramatically. But throughout that time, Seven Mills Primary School has been a central part of the community and is now home to a new generation of Islanders.





Our approach to learning

Teaching and learning

At Seven Mills our teaching and learning:

- Offers rich, varied and exciting learning opportunities for all children.
- Develops children's confidence, independence and ability to work collaboratively.
- Raises attainment and drives good progress for all children.
- Develops children's awareness and ability to be critical of their own work and the work of others.
- Develops a supportive and positive adult learning environment where ideas for teaching practice are openly shared and tried.
- Encourages teachers to actively engage in their on-going professional development by critically reflecting on and adapting their own practice.
- Engages teachers in a systematic process of collaboration in which teachers work together to analyse and improve their classroom practice
- Raises teacher's awareness of the research that exists around teaching styles, strategies and various subject areas.

Curriculum

At Seven Mills, our curriculum vision was created by our teaching staff, and is based on our belief in personalised learning, ambition, compassion and empowerment. We deliver this by:

- Providing a challenging curriculum for all, alongside personalised planning to meet children's specific needs.
- Sequencing children's acquisition of skills through rigorous progression mapping that builds on prior knowledge.
- Developing the whole child, through a broad and balanced curriculum, alongside breadth of experience and opportunity.
- Being outwardly looking, by making relevant links to our community, our country and the wider world.
- Being forward looking, by exposing children to a range of possible career paths and developing essential life skills.
- Promoting equality and respect for others, with a particular focus on gender equality and inclusivity.

School Improvement Priorities

1

Fully implement the Seven Mills Curriculum.

2

Develop behaviour for learning so that pupils take responsibility for themselves and their learning.

3

Maximise opportunities for parental engagement and parent voice.

4

Enhance opportunities to plan in the moment by fully implementing the EYFS progression map.



Inclusion

Seven Mills is proud to be an inclusive school, committed to providing quality education to all students, regardless of special educational need or disability. To that end, we invest significantly in our SEND provision, offering a resource base for children with ASD lead by our specialist teacher, a comprehensive package of interventions led by a dedicated member of staff, a private speech and language therapist and two TAs trained in SEMH interventions. In addition, have high expectations of our teaching team in order to deliver personalised curricula and quality first teaching strategies.

Specialist teachers

At Seven Mills we have a real commitment to the arts and outdoor education in order to ensure the children have a truly broad and balanced curriculum. To this end, we have a specialist teacher for music who takes music curriculum lessons as well as instrument lessons and singing assemblies. We also have a specialist PE teacher who teaches all the PE alongside our table tennis coach. As a Spanish speaker, one of our HLTAs teaches Spanish across the school. Finally, we have a librarian from Tower Hamlets library service who comes once a week to lead library sessions for all children. Having these specialist teachers ensures that experts in their fields can really bring the curriculum to life for all the children.



Staffing structure

Senior Leadership Team

Headteacher	Tom Foster
Deputy Headteacher	Matthew Tranter
Assistant Headteachers	Jodie Taylor Nicole Philpotts Maddy Tee

Teaching and Educational Support Staff

Year group	Teacher	Support Staff
SEND	Sarah Riddleston Owen Landon	Chloe Sleaf Shahana Khatun Grace Abraham Hafiza Begum
Nursery	Katy Darby	Shah Ahad Diane Terry Fahima Khatun Kellie Cooper
Reception	Maddy Tee	Annie Choudhury Katie Curl Siobhan Orton
Year 1	Victoria Hopkins	Eleanor Mattis Sara Barnes Kimberley Rabin
Year 2	Farjana Aktar	Kim Bushaway
Year 3	Nicole Philpotts	Annie Choudhury Sara Barnes
Year 4	Sabina Khanom	Kimberley Rabin Tracey Canaway
Year 5	Ayesha Patel-Ali	Joanne Quatromini Chloe Sleaf
Year 6	Jodie Taylor	Victoria Huntley Tracey Cannaway

PPA/Support Teachers

Music	Laura Nash (0.6)
PE	Laura Quinton



Our commitment to CPD

We believe that all staff at Seven Mills are on a continual cycle of improvement and development and we have heavily invested in CPD to ensure that this happens. The purpose of Continuous Professional Development is to empower the staff at Seven Mills to develop their existing teaching and learning knowledge and skills. We aim to ensure that all staff feel confident in their role to ambitiously trial new teaching ideas in practice in order to improve the overall quality of teaching and learning across the school.

All staff have an opportunity to utilise the CPD on offer to develop their knowledge and skills, as well as increase their capacity to be positive role models to pupils as lifelong learners.

Seven Mills actively encourages staff to keep up to date with new changes to the national curriculum, teaching legislation, technology and working practices. We also aim to equip staff with the tools they need to deliver high quality teaching and learning at all times and to cope positively with a fast changing workplace.



Our wellbeing offer

At Seven Mills, we define wellbeing as 'a state of being physically, socially and emotionally cared for'; 'being comfortable, healthy and happy'; 'being resilient and able to cope with challenges'.

The biggest asset Seven Mills has is its staff; the biggest asset they have is their health and wellbeing. At Seven Mills we aim to identify ways in which we can work together to make sure our school is a safe, caring and happy place to work which enhances individual wellbeing, through personal fulfilment and professional identity.

We believe that this will in turn benefit our pupils and our community. We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives.

At Seven Mills we aim to promote a healthy work-life balance for all staff, where hard work and dedication, as well as the challenges of working in the context of a one form entry school, are recognised.

We aim to do this by:

- Producing calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload.
- Offering additional PPA / non-contact time through library sessions and additional discretionary cover.
- Having a two week timetable that enables staff to have a full day out of class every two weeks
- Allowing PPA to be taken at home where possible
- Employing specialist teachers to cover PE, music, library and table tennis.
- Investing in staff CPD, including professional and academic qualifications, such as NPQML, NPQSL or Masters courses.
- Investing in the Tower Hamlets Education Partnership (THEP), silver package and membership to the National College of Education.
- Offering planning support and subject leader days with our subject leaders and SLT.
- Reducing workload:
 - No expectation to mark every piece of learning or write extensive comments.
 - No expectation for formal written lesson plans, unless requested by SLT.
 - PPA cover teachers plan, mark and assess their own lesson.
 - No formal lesson observations
- Engaging staff in annual wellbeing questionnaires to listen to and identify their needs.
- Enforcing the rule that no emails should be sent out before 07:00, after 18:00pm or at the weekends.
- There is no expectation for staff to respond to emails or carry out work outside of typical school working hours (07:00 - 18:00).
- Having an SLT team that teach - we believe that having members of the SLT on the ground, experiencing the day to day pressures of teaching, is the best way to ensure we don't lose sight of the demands and pressures of working in a one form entry school.
- Offering easy access to occupational health/professional mental health support where necessary.
- Offering staff meeting time to complete specific tasks, such as medium term planning, action planning and theme week planning
- Encouraging staff to join our wellbeing team, who meet once a half-term to review the implementation of our wellbeing policy.



Job description

Job details

Salary:	Leadership Scale
Contract type:	Full Time Permanent
Reporting to:	Chair of Governors

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 Headteacher Standards – October 2020. Our Headteacher is expected to demonstrate consistently high standards of principled and professional conduct (see Headteacher 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.



Duties and responsibilities

School leadership and 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

Quality of Education

- 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
- 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 evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

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
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

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

Staff management and 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

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 implementation of improvement 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, accountability and working in partnership

- 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.

Seven Mills Primary 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

Education and qualifications	Essential	Desirable
Qualified Teacher Status	✓	
Evidence of continuous professional development.	✓	
Masters or National Professional Qualification		✓
Experience	Essential	Desirable
Proven successful leadership at senior level in a primary school as a Head Teacher or Deputy Head or equivalent.	✓	
Experience of working in an urban setting (inner-city).		✓
Experience of working in a culturally diverse community.		✓
Experience of working effectively with the school community and external partners.	✓	
Experience of developing a differentiated and creative curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs.	✓	
School Leadership & Culture	Essential	Desirable
Commitment to the school's vision and values.	✓	
Ability to strategically develop and lead a school in partnership with governors and in consultation with the school community.	✓	
Proven track record of the ability to raise significantly the academic and personal achievement of all pupils.	✓	
Have the intellectual understanding and emotional intelligence to manage the wellbeing and development of pupils and staff. As a result enhance leadership capacity and teamworking.	✓	
Ability to innovate and find creative solutions to a wide range of issues.	✓	
Excellent interpersonal and communication skills, both oral and written, to communicate a vision and inspire and motivate the whole school community.		✓
Evidence of the ability to promote positive and respectful relationships to create a safe and inclusive school environment.	✓	
Quality of Education	Essential	Desirable
Ability to identify and develop high-quality teaching.	✓	
Able to create the conditions for a positive learning environment that enables pupils to become life-long learners.	✓	
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.	✓	
Ability to use, analyse and monitor pupil assessment data to identify needs and trends to promote an appropriate level of challenge to all pupils.	✓	
Behaviour and Attitudes	Essential	Desirable
Proven skills to establish consistent systems and procedures which bring about effective behaviour management, punctuality and good attendance.	✓	

Additional and Special Educational Needs and Disabilities	Essential	Desirable
Evidence of a commitment to an inclusive education which addresses the needs of all learners in a diverse community.	✓	
Professional Development	Essential	Desirable
Evidence of a commitment to the continuing professional development of self and other members of staff.	✓	
Organisational Management	Essential	Desirable
Knowledge and understanding of how to sustain a safe, secure and healthy school environment, in accordance with Child Protection and safeguarding legislation.	✓	
Knowledge of legal issues relating to managing a school including health and safety, equal opportunities, race relations, disability, human rights and employment legislation.	✓	
Experience and understanding of managing financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.		✓
Experience of recruitment and management of staff and their workloads.	✓	
The ability to prioritise tasks, make informed decisions and implement them in a flexible manner.	✓	
An understanding of technology and its role within the classroom and in the running of the school.	✓	
Experience of identifying, managing and mitigating risks.	✓	
Continuous School Improvement	Essential	Desirable
Commitment to the school's vision and values.	✓	
Working in Partnership	Essential	Desirable
Ability to work constructively and effectively with parents, carers and the local community.	✓	
Evidence of willingness to work in a collegiate way with colleagues, other local schools and the Local Authority/THEP	✓	
Governance and Accountability	Essential	Desirable
Knowledge and experience of governance and external accountability.	✓	
The ability to use performance management and line management to secure accountability and improve performance.	✓	

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.





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