



Ashford Church of England Primary School



Headteacher Recruitment Pack



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We are a caring Christian community where everyone adopts an “I can” attitude; everyone feels valued, safe and loved by God.

We celebrate our God-given individuality, achievements and talents and we aspire, with God’s help, to become the best that we can be.

We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

**I can do all things through Christ
who gives me strength**

Philippians 4v13

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Letter from Chair of Governors

Dear Applicant

Welcome to Ashford CE Primary School

Our School has a clear Christian vision to which we are all committed.

We are a caring Christian community where everyone adopts an “I can” attitude; everyone feels valued, safe and loved by God. We celebrate our God-given individuality, achievements and talents and we aspire, with God’s help, to become the best that we can be. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

I can do all things through Christ who gives me strength.

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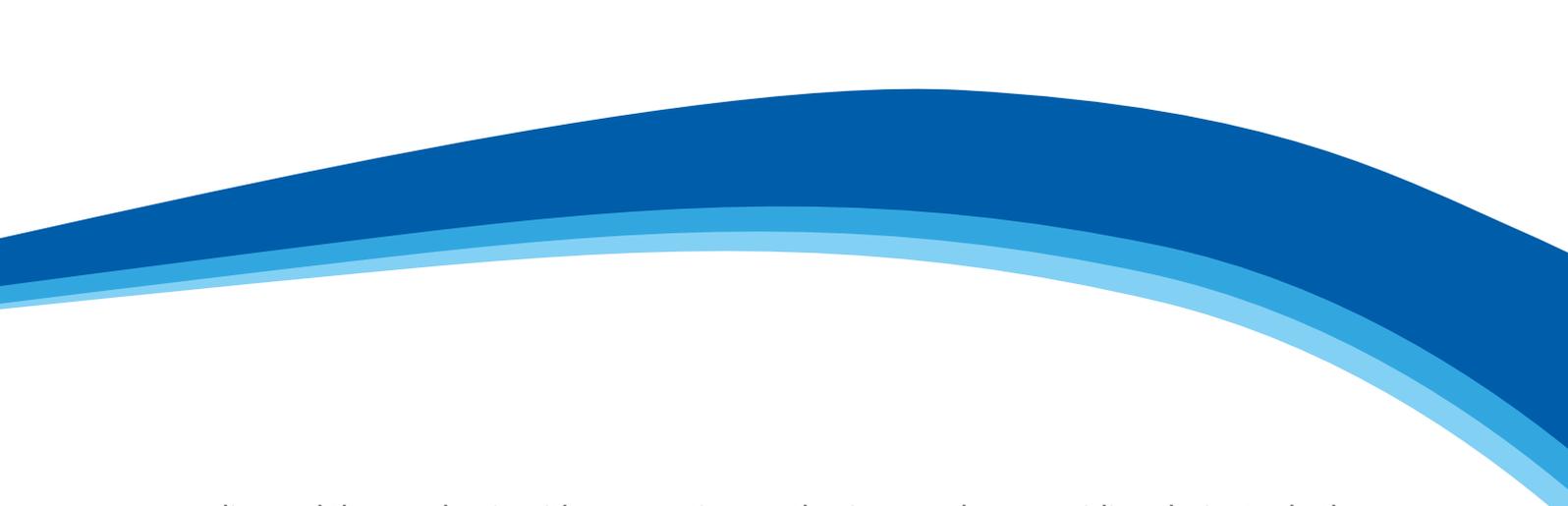
Our School

We are looking for someone who will continue to establish and promote our vision. Ashford CE Primary School is a two form entry Voluntary Aided Church of England primary school which has provided high quality education to the local community for over 200 years. We are situated in the heart of the parish of St Matthew’s and St Hilda’s in Ashford Middlesex (Surrey Local Authority). We encourage our children to become the best that they can be in a nurturing and supportive Christian environment. Our founding principles are based on love, compassion and respect for all. We are fully inclusive and welcome pupils and families of Christian faith, other faiths and no faith.

Our planned partnership with another local LDBS school has provided dedicated and stable leadership under the Executive Headteacher. With this partnership coming to an end in July 2022, it provides a fantastic opportunity for a new substantive Headteacher to continue the drive for excellence in our aspiration to be “Outstanding”.

So what can we offer you at Ashford CE?

You will be supported by a capable leadership team who are experienced and take responsibility for delivery in their areas of accountability. You will find a loyal and talented team, with a mix of experience, who have responded to the many changes in educational



policy and the pandemic with pragmatism, enthusiasm and an overriding desire to do the very best for the children in our school. We are committed to working as a team and have an excellent reputation for developing individuals and this is matched in their desire for continued professional development.

You will work with an effective and committed Governing Body that fully understands its dual role of supporting the school whilst holding it to account. Governors know Ashford CE well and this is reflected in their impact and contribution to the school's progress.

You will be welcomed by happy, energetic pupils who have great behaviours for learning. They are ready to take on new challenges, showing kindness and respect for everyone in the school community.

You will be leading a school with good facilities and a well cared for building which looks smart and presents a strong Christian ethos to reflect its long history. We are located on one site with excellent outdoor space. There is an external wrap-around care provider who offers a breakfast club and after school club on the site. Our staff and outside agencies actively provide a wide range of after school clubs. Our vibrant and supportive PTA organise many social and fundraising events and actively support the school by raising funds to enhance the children's education.

The best way for you to see what our school has to offer in the next stage of your career is to come and visit us*. Please contact Wendy Pyke, Clerk to the Governors by emailing clerk@ashford-primary.surrey.sch.uk or telephone 01784 253310 to make an appointment. You will have an opportunity to meet children, members of the leadership team, staff and Governors and I very much hope that it will encourage you to apply for the position.

I look forward to welcoming you to our school very soon.

Kindest regards



Phil Wells
Chair of Governors

**Visits will be carried out in line with government advice at the time and our own school Risk Assessment*

Qualities our whole school community would like to see in our new Headteacher

Staff

| | |
|--------------------|------------------------|
| Clear vision | Approachable |
| Leader | Open door |
| Drive | Realistic |
| Empathy | Reflective |
| Compassion | Excellent communicator |
| Inclusive approach | Supportive |

Parents

| | |
|-------------------|-------------------|
| Open to new ideas | Inspiring |
| Enthusiastic | Visible |
| Respectful | Approachable |
| Understanding | Adaptable |
| Honest | Diverse |
| Fair | Experience |
| Compassionate | Willing to listen |
| Strong | Good team player |

Headteacher Job Description

Job Title: Headteacher

Responsible to: Governing Body

Responsible for:

The Headteacher carries out duties in line with the conditions of employment as set out in the current *School Teacher's Pay and Conditions* document and the *National Standards of Excellence for Headteachers* with specific reference to the achievement of the four 'Excellence as Standard' domains.

Purpose of the Role:

To be the strategic lead professional at the school. The Headteacher will provide vision, ambition, leadership and direction, ensuring the school is managed and organised by working strategically with the whole school community and all partners to develop outstanding provision, which will transform the educational and future life opportunities of all pupils.

Key Responsibilities of the Post

- Take the lead role on working with the Governing Body to continue and develop our collaborative school vision, which embraces excellence, high standards and inclusion. Translate the vision into a development plan that meets the specific needs of the school, underpinned by the vision and values of the Christian ethos and implement it successfully;
- Have direct impact in securing achievements to the highest level for all pupils through uncompromising high ambition;
- Maintain the positive climate in the school which enables all pupils to display exemplary behaviour;
- Lead by example and hold all staff to account for their professional conduct and practice;
- To continue to foster an open, transparent and equitable culture;
- Be responsible for the implementation and application of policy and practice relating to the internal organisation, management and control of the school. Managing finance and resources astutely to maximise their use and value;
- Develop and sustain effective relationships with the Governing Body, in particular to ensure effective governance of the school;
- Build, develop and maintain effective relationships with parents/carers and all members of the school and wider community to enhance the education of all pupils;

- Continue effective relationships with the Diocese, the other LDBS schools in Spelthorne, the local confederation and the local authority working collaboratively and in partnership to drive standards and continuous improvements;
- Have ambition and strategic aptitude to seize opportunities for the school through the sharing and receiving of best practice and expertise from across the wider educational communities;
- Carry out duties in line with the four Headteacher 'Excellence as Standard' domains as follows,

Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils of the school.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision and ethos, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and Christian ethos and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by actions or inactions.

Efficient systems, process and resources

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the Governing Body to understand its role and deliver its functions effectively – in particular its functions to set school strategy in line with vision and values and to hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Leading school self-improvement

1. Create an outward-facing school which works with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues both within the LDBS and in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.



Headteacher Personal Specification

Personal Attributes

| | |
|--|---|
| To lead and demonstrate a passionate commitment to our Christian ethos and values | E |
| Passionate about delivering high quality education to children and their families | E |
| Values diversity and the unique place and contribution every individual makes to the learning community | E |
| Excellent written and verbal communication skills | E |
| Adaptable to changing circumstances and new ideas | E |
| Approachable and enjoys being highly visible to children and parents | E |
| Energetic, adaptable, enthusiastic and reliable with personal impact and presence | E |
| Self-motivated with a high level of organisational skills and the ability to prioritise workload effectively | E |
| Inquisitive and able to think creatively, solve problems and make decisions based on sound judgement | E |
| Demonstrates professionalism, loyalty and integrity | E |
| Is empathetic to children and families in difficult circumstances | E |
| Attention to detail | E |

Qualifications and experience

| | |
|---|---|
| Qualified Teacher Status (QTS) | E |
| First degree or equivalent | E |
| Successful experience as a Headteacher or Deputy Headteacher | E |
| Holder of National Professional Qualification for Headship (NPQH) | D |
| Recent professional development that prepares the applicant for this post | E |
| Record of successful class teaching with substantial teaching experience | E |
| Current understanding of the National Curriculum | E |
| Experience of taking a leading role in safeguarding children | E |

Key: E = Essential D = Desirable

Strategic direction, leadership and shaping the future

| | |
|--|---|
| Demonstrates the ability to think strategically, build, communicate and deliver a coherent vision in a range of ways | E |
| Able to inspire, challenge, motivate and empower others to carry the vision forward | E |
| Track record of providing inspirational and strong collaborative leadership to teaching and support staff, governors and parents | E |
| Engages the school community in the systematic and rigorous self-evaluation of the work of the school | E |
| Able to evaluate and analyse complex data | E |

Leading learning and teaching

| | |
|---|---|
| Is committed to raising standards for all in the pursuit of excellence, high aspirations for every child and supporting the delivery of an engaging and relevant curriculum | E |
| Evidence of using data, benchmarks and feedback to monitor progress in children's learning and development to inform personalisation | E |
| Evidence of leading innovative approaches to learning | E |

Developing self and working with others

| | |
|--|---|
| A track record of developing leadership in others to meet the needs of the school | E |
| A track record of fostering an open, fair and equitable culture | E |
| Experience of managing conflict and change | E |
| Collaborates and networks with others within and beyond the school to improve outcomes and provision | E |
| Enthusiastic about working closely with a wide range of schools both in the LDBS and beyond | E |
| High expectations of self and others | E |
| Effectively holds others to account | E |
| Gives and receives effective feedback and acts to improve personal performance | E |
| Experience of working effectively with the Governing Body and other colleagues | E |

Key: E = Essential D = Desirable

Managing the organisation

| | |
|---|---|
| Able to manage the school efficiently and effectively on a day-to-day basis | E |
| Experience of responsive management on a day-to-day basis | E |
| Delegates management tasks and monitors their implementation | E |
| Undertakes strategic deployment of staff | E |
| Thinks creatively to anticipate and solve problems | E |

Securing accountability

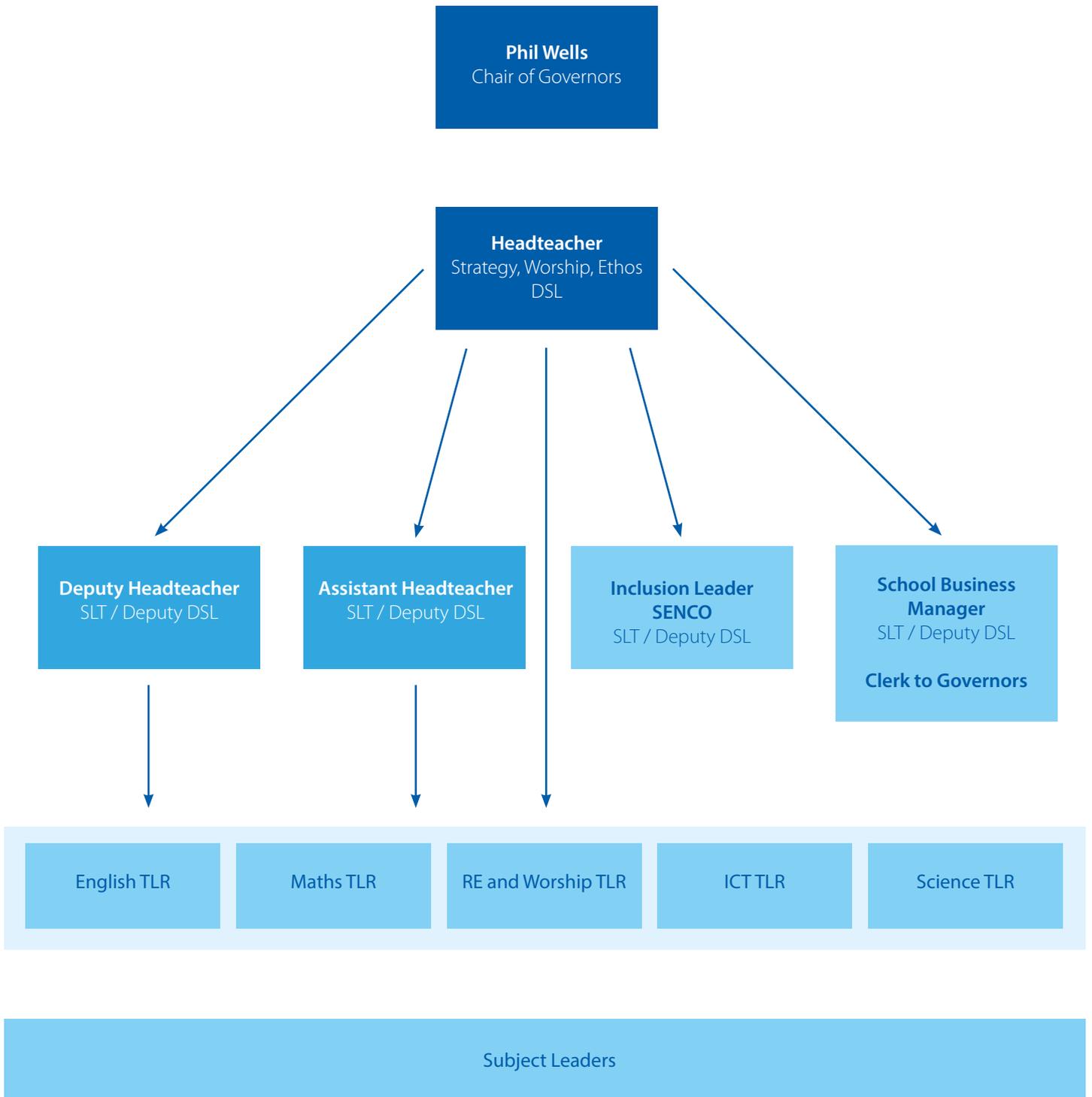
| | |
|---|---|
| Committed to the principles and practice of school self-evaluation | E |
| Committed to working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils | E |
| Committed to individual, team and whole school accountability for pupil learning outcomes | E |

Strengthening community

| | |
|---|---|
| Committed to working with external agencies for the well-being of all pupils and their families | E |
| Passionate about involving parents and community in supporting the learning of pupils and in defining and realising the school vision and Christian ethos | E |
| Show an ability to build good relationships with vulnerable families | E |
| Engages in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities | E |
| Listens to, reflects and acts on community feedback | E |
| Be a supportive presence at after school events working closely with the PTA | E |

Key: E = Essential D = Desirable

Senior Leadership Team



LDBS School

What makes a school in the LDBS special?

- world class training provided by GROW education partners;
- being at the cutting edge of educational improvements;
- connections to Teaching London, the LDBS SCITT – an outstanding provider;
- ECT recruitment and training second to none. Governor support and training;
- a commitment to developing high quality learning environments within school buildings;
- dedicated School Leadership Adviser providing support and challenge;
- being part of the LDBS is being part of a family of schools benefitting from support for school development, leadership and a core guiding principle.



School Attainment Figures

Phonics Screening Check

| | National | Our School |
|--|----------|------------|
| % of children in Year 1 passing the Phonics screening check 2021 | - | 67% |
| % of children in Year 1 passing the Phonics screening check 2020 | - | - |
| % of children in Year 1 passing the Phonics screening check 2019 | 82% | 87% |
| % of children in Year 1 passing the Phonics screening check 2018 | 82% | 82% |
| % of children in Year 1 passing the Phonics screening check 2017 | 81% | 90% |

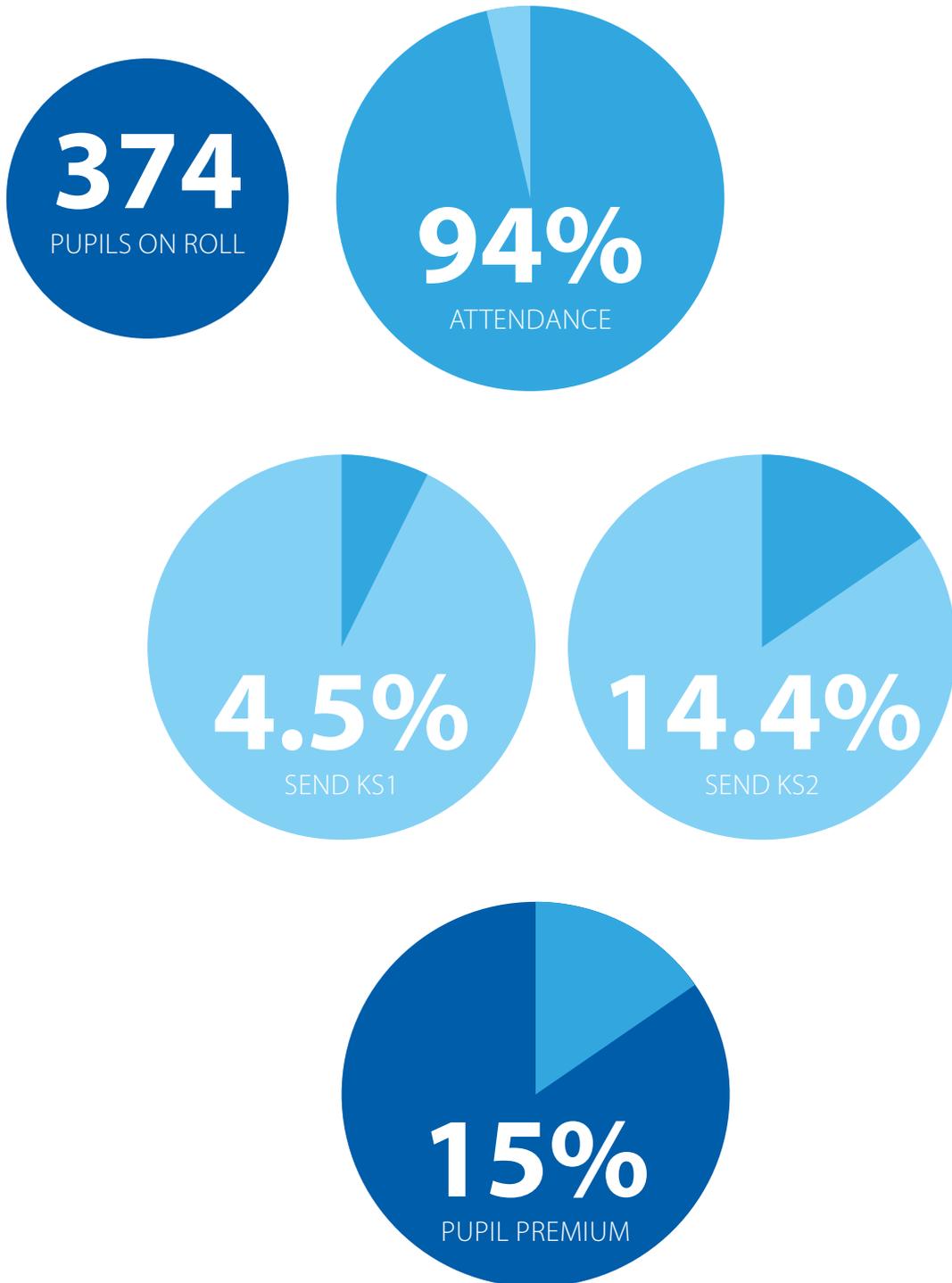
Key Stage 1 (2019)

| | Reading | | Writing | | Maths | |
|--|----------|------------|----------|------------|----------|------------|
| | National | Our School | National | Our School | National | Our School |
| % of children achieving the expected standard or above | 75% | 73% | 70% | 68% | 76% | 77% |
| % of children achieving a high level of attainment | 26% | 30% | 16% | 12% | 22% | 25% |

Key Stage 2 (2019)

| | Reading | | Writing | | Maths | |
|--|----------|------------|----------|------------|----------|------------|
| | National | Our School | National | Our School | National | Our School |
| % of children achieving the expected standard or above | 73% | 78% | 78% | 62% | 79% | 71% |
| % of children achieving a high level of attainment | 27% | 31% | 20% | 7% | 27% | 20% |

Facts and Statistics



Safeguarding

Safeguarding Children and Safer Recruitment

We are committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expect all staff and volunteers to share this commitment.

Ashford CE Primary School will ensure that:

- The policies and procedures adopted by the School are fully implemented and followed by all staff
- Sufficient resources and time are allocated to enable the designated safeguarding lead, deputies and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed 'whistleblowing' practices
- Pupils are educated about the benefits, risks and responsibilities of using information technology as highlighted by e-Safety.



A Prayer for our New Headteacher

Dear God,
please help our new Headteacher
be the best they can be. Please help
them be fun, sporty, respectful,
encouraging, Friendly and a
christian. Please make sure they
are fair. Thank you God,
Amen





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Founded in 1817

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