



**HEAD OF SCHOOL**  
Information for applicants



MIDDLESEX  
LEARNING  
PARTNERSHIP





## MIDDLESEX LEARNING PARTNERSHIP

We are a Trust with great ambitions for the young people within our schools – ambitions for their futures, ambitions for their achievements and ambitions for their personal development.

Academies within the Middlesex Learning Partnership are always pushing the boundaries of learning as well as encouraging both children and staff to strive to reach their full potential. This is an ethos that puts us in line with the very best schools in the country.

Our mission is to ensure that children recognise the importance of learning, as well as the transformative power that education wields when it comes to levelling the playing field for all. We aim to equip them so that they can flourish in this rapidly changing world. It is also important to us that staff can celebrate the priceless contributions that they make to children's lives.

Middlesex Learning Partnership comprises two primary schools (Belmore and William Byrd) and one secondary (Barnhill Community High School). The MLP student cohort is just under 3000 pupils and we employ just under 300 staff. We collaborate continuously with the aim of supporting and inspiring each other, while capturing best-practices for the benefit of us all.



One of Hillingdon's  
**HIGHEST  
PERFORMING**  
Primary Schools

Mayor Sadiq Khan has  
named Belmore as  
one of London's  
**'SCHOOLS FOR  
SUCCESS'**  
... again

Officially  
**ONE OF THE BEST**  
Primary Schools  
**IN LONDON**





## 5 CORE VALUES

We are **KIND, RESPECTFUL**  
and **WORK TOGETHER**

We are **RESILIENT** and  
learn from our mistakes

We are **READY** and  
**PREPARED** to **WORK**

We will be **ACTIVE** in  
mind and body

We **ASPIRE** to be  
the best we can be



## OUR VALUES AND ETHOS

We have the highest expectations of ourselves and each other and we do not put a ceiling on achievement.

We treat everyone fairly and equally and we always embrace difference and diversity. Kindness and respect are at the heart of what we do.

The rich and varied experiences and opportunities we offer mean that everyone will leave us better prepared for the next stage in their life journey.

**Together, achieving our very best**





Belmore is a larger than average 3-form entry primary with over 600 pupils on roll. We are one of Hillingdon's highest performing Primaries. In all Key Stages children have achieved exceptionally well over the last few years and they have made significant progress. Our success at closing the gap for disadvantaged children has seen the school named as one of the Mayor of London's 'Schools for Success' for 4 years running.

The context of the school is not an easy one. We serve a very diverse community in the south of the Borough. For over half of our pupils English is not their first language. This proportion is rising and is at its highest in the lower years. The deprivation factor is significantly higher than the local and national averages and there is a higher than average proportion of pupils eligible for FSM. However, despite these disadvantages, our pupils continually exceed the very high expectations we have of them, both as respectful and kind human beings and academic achievers.

Our ethos that the challenges faced by our children should never define them or put a ceiling on their achievement is a key component of our success. High expectations are at our heart. We have high expectations of our children and of each other and we maintain an unwavering commitment to nurturing respect across the school community. Parental support for the school is generally very strong.

Maximising children's academic achievement is, as you might expect from our outcomes, fundamental to our ethos. However, equally we embrace our responsibility for the wider development of children and promoting the attributes that will set them up for future success and their contribution to society. This is seen throughout the school as well as in the work we have done in the last few years to create a broad and balanced curriculum for all. Children enjoy coming to Belmore and are genuinely proud of their school. Having fun together while learning and achieving is never something we shy away from promoting.





## OUR ETHOS



We have the **HIGHEST EXPECTATIONS** of ourselves and each other and we do not put a ceiling on **ACHIEVEMENT**.



We treat everyone fairly and equally and we always embrace **DIFFERENCE** and **DIVERSITY**.



**KINDNESS** and **RESPECT** are at the heart of what we do.



The rich and varied **EXPERIENCES** and **OPPORTUNITIES** we offer mean that everyone will leave us better prepared for the next stage in their **LIFE JOURNEY**.





It might be a cliché but the staff at the school are one of its greatest strengths. The level of consistency across the school is tangible and has been commented on by many. The work ethic is high and it is the sense of teamwork amongst staff at all levels in the school that underpins its growth and development over the last few years.

As the success and confidence of the school has grown we have become a more outward-looking school and have become active partners in supporting school improvement in local schools in need, both within and outside of our own Trust. In addition we are part of the Challenge Partners network of schools and have a long-standing and active relationship with the PIXL network which has been an important factor in our success over the last few years.

The school is arguably on the cusp of being an outstanding school. The school now needs someone with the strategic vision to steer Belmore to further success and to an outstanding judgement. There is still much to do and much that needs developing and improving so it needs someone with vision, experience, drive and commitment. However, the new Head will be joining a strong staff team, will have open and welcoming children, will enjoy the support of parents and will have the benefit of joining a Trust that will provide the support and challenge that is needed to take Belmore into a new chapter of success.









## JOB DESCRIPTION

**JOB TITLE:** Head of School

**GRADE:** Highly competitive salary with a performance bonus

**TERM:** Permanent - Full time

**POSITION REPORTS TO:** Executive Headteacher/CEO

**CLOSING DATE:** 02 November 2020

### JOB PURPOSE SUMMARY:

The Head of School will take overall responsibility for the leadership and management of every aspect of the school. They will establish a culture of outstanding teaching and learning within an inclusive environment. An ethos of high expectations with a nurturing and well-organized approach to pupil welfare is required. The overall purpose of the role is to ensure an outstanding quality of education for all pupils of Belmore Primary Academy and to contribute to the standard of education across MLP.

### KEY RESPONSIBILITIES AND ACCOUNTABILITIES:

To provide leadership for, and management of, all staff and children and specifically to be accountable for:

- Teaching and learning
- Curriculum and assessment
- Staff and resources
- Behaviour and attitudes
- Personal development and the safeguarding of pupils

The post holder will be expected to promote the vision and values of the Middlesex Learning Partnership as being enthusiastic, collaborative and forward-thinking with all stakeholders including pupils, parents, staff, governors, and the wider community.





## 1. LEADERSHIP AND MANAGEMENT

- Work closely with the Executive Headteacher/CEO to develop a strategic view for the school, analyse and plan for future needs and further develop the school within the local and national context.
- Ensure that all staff recruitment is of the highest standard and the best staff are attracted, selected and retained within the Federation. This is supported by our central HR team.
- Ensure exemplary professionalism from all staff.

Instil an ethos of high expectations for all children.

- Lead and manage staff professional development and training.  
Formulate the strategic development of the school and communicate this in the Self Evaluation Form and the School Development Plan.
- Maintain strong working relationships with the parents, governors, agencies and other stakeholders.
- Ensure all safeguarding policies and procedures fully meet the latest national guidelines and are published as required; ensure staff are all fully trained and aware of their responsibilities.

## 2. TEACHING, LEARNING AND ASSESSMENT

- Along with the SLT, Lead and support others in the teaching of engaging and effective lessons that motivate, inspire and improve pupil attainment and progress.
- Ensure regular assessments take place to monitor progress and set targets, and respond accordingly to the results of such monitoring.
- Maintain regular and productive communication with parents, to report on progress, sanctions and rewards and all other communications.
- Work with all senior leaders in the Trust to develop the schools.  
Provide information and analysis of data for Executive Headteacher/CEO, SLT and governors.

## 3. CULTURE AND ETHOS

- Maintain a strong school community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- Maintain a school culture and ethos that is committed to achievement and to developing high aspirations
- Coach, motivate and mentor staff to build a school culture of commitment, high standards and drive for success.
- Develop and maintain strong partnerships and ensure regular and productive communication with parents.

## 4. OTHER DUTIES AND RESPONSIBILITIES

- Promote high standards of personal professional conduct and integrity.
- Be aware of and comply with the Trust's policies and procedures.
- Contribute to the overall vision and values of the Trust.
- Appreciate and support the role of other professionals.
- Work effectively as part of a team.
- Attend and participate in relevant meetings as required.

Other reasonable duties commensurate with the grade of the post as directed by the Executive Headteacher/CEO. The duties and responsibilities highlighted in the Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post.





# **YOU WILL BE INTERVIEWED AROUND YOUR ABILITY TO FOLLOW THE NATIONAL STANDARDS OF EXCELLENCE FOR HEADTEACHERS.**

## **DOMAIN ONE: QUALITIES AND KNOWLEDGE**

1. Hold and articulate clear values and moral purpose, focused on providing a worldclass education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their 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, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

## **DOMAIN TWO: 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.

## **DOMAIN THREE: SYSTEMS AND PROCESS**

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 board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and 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 organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.



## DOMAIN FOUR: THE SELF-IMPROVING SCHOOL SYSTEM

1. Create outward-facing schools which work 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 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 schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.





## PERSON SPECIFICATION

**JOB TITLE:** Head of School

**DATE OF APPOINTMENT:** Easter 2021

**POSITION REPORTS TO:** Executive Head/CEO

**LINE MANAGEMENT OF:** Senior Leadership Team

No.	CATEGORIES	ESSENTIAL	ASSESSED BY APPLICATION FORM	ASSESSED BY INTERVIEW/TASK
QUALIFICATIONS				
1.	Degree educated	E	✓	
2.	Qualified Teacher Status	E	✓	
3.	NPQH or evidence of continuous professional development	E	✓	
4.	Qualified to teach and work in the UK	E	✓	
EXPERIENCE				
5.	Ability to develop a shared vision	E	✓	✓
6.	Successful experience of senior leadership at assistant or deputy head teacher level	E	✓	✓
7.	An outstanding classroom practitioner with the highest expectations for the welfare and progress of all pupils	E	✓	✓
8.	Proven experience in the analysis of performance data for the purpose of target setting and evaluation	E	✓	✓
9.	Experience of monitoring and improving the quality of teaching and learning	E	✓	✓
10.	Have a thorough understanding of curriculum development	E	✓	✓
11.	Experience of the Ofsted Process	D	✓	✓
12.	Leadership in a pastoral/student personal development, within a robust safeguarding culture	D	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
12.	Knowledge of the professional teaching standards	E	✓	✓
13.	Demonstrable ability to manage the process of change	E	✓	✓
14.	Thorough knowledge and understanding of national priorities, current curriculum developments and an ability to design and implement an innovative curriculum based on students' needs	E	✓	✓



15.	Knowledge of performance management requirements in an educational context	D	✓	✓
16.	Ability to pursue challenging and rigorous questions and probe explanations	D	✓	✓
17.	Lead, manage and co-ordinate staff through an effective team-based approach	E	✓	✓
18.	Emotional intelligence	E	✓	✓
19.	Ability to monitor and evaluate the work of others; to offer support and intervention where necessary	E	✓	✓
<b>PERSONAL QUALITIES</b>				
20.	Personal resilience and perseverance	D		✓
21.	Positive and optimistic	D		✓
22.	A constant drive for improvement	E		✓
23.	Highly approachable, very grounded and makes sensible judgements	D		✓
24.	Relishes accountability and takes personal responsibility for their own actions	D		✓
25.	Able to build trust and mutual respect between pupils, families and staff	E		✓
26.	Strong interpersonal, written and oral communication skills	E	✓	✓
<b>EQUALITY, INCLUSION AND SAFEGUARDING ISSUES</b>				
27.	Demonstrable knowledge and understanding of equality issues and legislation	E	✓	✓
28.	Demonstrable commitment to equality of opportunity and inclusive education	E	✓	✓
29.	Ability to develop an appropriate environment which ensures the safety of all users of the academy within a culture of robust safeguarding procedures	E	✓	✓

Finally, the following employment checks are required for this position:

- Evidence of satisfactory Disclosure Barring Services Check
- Evidence of entitlement to work in the UK
- Evidence of essential qualifications in accordance with the person specification
- Two satisfactory references
- Confirmation of medical fitness for employment

**Safer Recruitment:** The Middlesex Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

Middlesex Learning Partnership is an equal opportunities employer and we actively seek applications from candidates from diverse backgrounds. All recruitment is subject to comprehensive DBS checks.





## How to apply

If you wish to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact our retained consultant **Ross Laird** at **Academicis**:

**rlaird@academicis.co.uk** or call him on **01223 907979** or **07901 585959**.

In addition, you will need to submit a Supporting Statement, setting out the relevant experience, skills and competencies you will bring to the role and your vision.

Please email your application to: **rlaird@academicis.co.uk**

Closing date: **Monday 25th January 2021**

Interview dates: **Thursday 4th & Friday 5th February**

## We look forward to hearing from you



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