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Springfield Community Primary School

Application Pack Headteacher



Equal Opportunities Statement:
Primary Advantage and its schools strive to be diverse and inclusive communities, places where we can ALL be ourselves without prejudice or bias. We welcome applicants from all cultures and backgrounds to reflect the community we serve and we continue to positively advocate for diverse representation.

Safeguarding Statement:
Everyone in the Primary Advantage Federation and its schools who comes into contact with children and their families has a role to play in safeguarding. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early and to provide help for children. Our school staff form part of the wider safeguarding system for children to prevent concerns escalating. We work with the Children and Families Service, the police, health services and other relevant agencies to support and promote the welfare of children and to protect them from harm. We work in line with the latest statutory guidance for schools and colleagues: Keeping Children Safe in Education.

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Welcome

Dear Applicant,

Thank you for your interest in applying for the position of Headteacher at Springfield Community Primary School. I hope you will find this information a useful introduction to our school.

Springfield is an one-form entry primary school in Stamford Hill, on the borders of Hackney and Haringey. We have a friendly, diverse and inclusive school with the highest expectations and aspirations for all our pupils. We serve an amazing community of families who fully support our vision and really value education.

Our children love learning and so do our staff. Our curriculum is broad and balanced and full of exciting learning opportunities and our children are encouraged and supported to achieve their very best. We maintain an environment where high standards go hand in hand with excellent behaviour.

This is an exciting opportunity for a passionate and inspiring leader who, in partnership with the Executive Principal and the Central Governing Board will continue to build on the school's success. We are looking for a headteacher who will champion high expectations and foster a love of learning.

The start date for this role is September 2025. If you share this vision and are committed to providing the best possible learning experiences and outcomes for our children we would like to hear from you.

Closing Date: Monday 21st April at 9am

Interviews: w/c 28th April 2025

Please find further details on Springfield, the type of colleague we are seeking to appoint and details on how to apply for the post within this pack.

Please contact Venessa Williams on 0207 254 1010 or email enquiries to recruitment@primaryadvantage.hackney.sch.uk.

Please send completed application forms to recruitment@primaryadvantage.hackney.sch.uk

Kind regards,

Sian Davies
Executive Principal

John Clark
Chair of CGB

Janet Taylor
Chair of Lab



How to Apply

1

Job Description and Personal Specification

Please read the Headteacher competencies carefully.

2

Application Form

Complete the application form. CVs will not be accepted.

3

Supporting Statement

Ensure your supporting statement addresses the criteria outlined in the Headteacher competencies.

4

Employment History

Candidates are advised that when completing the references section on the application form to please ensure that:

- Your first referee is your current, or most recent, employer
- You provide a referee who can confirm your ability for the role

5

Send Application Form

Completed application forms must be received by Monday 21st April 2025 at 9am and emailed to recruitment@primaryadvantage.hackney.sch.uk.

If you would like to arrange a visit to the school please send an email and the recruitment team will book this on your behalf.

If you are shortlisted, you will need to complete a Self-Declaration form to share any relevant information regarding convictions and allow this to be discussed and considered during interview. Any information given will be treated in the strictest confidence and managed in line with relevant data protection legislation and guidance.

Candidates must ensure that if they are successful at interview, they are able to provide evidence of their Right to Work and Remain in the UK. The school is not able to employ any person who cannot validate their Right to Work and Remain in the UK in line with the Asylum, Immigration and Nationality Act 2000. Successful candidates will be required to apply for an enhanced Disclosure and Barring Service (DBS) check. We are committed to safeguarding and promoting the welfare of our children and expect all members of staff to share this commitment.



About Us



Springfield is an one-form entry primary school in Stamford Hill, on the borders of Hackney and Haringey. Our school is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

OUR SPRINGFIELD COMMUNITY COMMITMENTS

LOVE LEARNING - We are eager and happy to learn and take pride in our progress and achievements.

LEARN TOGETHER - We communicate and work positively with our classmates because we value each other.

BUILD CONFIDENCE - We value ourselves and know that our voices deserve to be respected.

BUILD POSITIVITY - We are resilient, motivated and determined to succeed.

REACH HIGH - We reach for educational and personal success, we value excellence and we have high aspirations for the future.

RESPECT EACH OTHER - We are thoughtful and respectful citizens. We show kindness and tolerance towards others and we aim to make a positive difference to our world.

Here at Springfield, we believe that children learn best when they are stimulated by an exciting and challenging curriculum which motivates them to learn. We actively encourage children to be inquisitive about the world around them and we celebrate every child's success.

We are determined to give our children every opportunity to learn, grow and thrive through a combination of excellent teaching, an inspirational learning environment and a rich ambitious curriculum. We are very proud of all the children in our school. We are particularly proud of the enthusiasm with which our children approach and embrace their learning, the progress they make and the way they develop into conscientious and responsible individuals with a high level of self-esteem and a love of learning.

Learn together, grow together is our school motto and is expressed in every aspect of our work.

Working in Partnership

PRIMARY
ADVANTAGE

SCHOOLS ACHIEVING
MORE TOGETHER

FEDERATION



PRIMARY ADVANTAGE FEDERATION

Springfield Community Primary School is a part of the Primary Advantage Federation.

We are a group of schools working together because we believe our schools can gain many benefits from working collaboratively and can achieve more by working together. We have made a commitment to a shared responsibility to the wider education community, the provision of good quality education and the improvement of life chances for pupils in the community beyond that of our own schools. Teachers, support staff, school leaders and Governors have added expertise in working alongside colleagues to improve provision and outcomes for pupils.

WHAT IS OUR APPROACH?

We work in partnership, pooling our expertise and resources in order to achieve collectively what we may not be able to achieve individually

We believe passionately in improving the life chances for our pupils

We do not tolerate low expectations

We match tried and tested strategies that we know work to the needs of the schools and use our experience of supporting schools in successfully implementing them

We promote a collaborative approach whilst developing the capacity of each school to serve its own community and retain its distinct identity

We recognise the importance of individuality, spontaneity and creativity in developing innovation

OUR COMMITMENT

- **Every teacher is a good teacher; every school is a good school.** We aim to move incrementally towards excellence in all aspects of our work.
- **All pupils will make good or better progress** and will be properly equipped for the next stage of their schooling.
- **Learning environments are** of high quality where pupils feel **safe and secure, known and valued and motivated to learn.**
- **Curriculum provision is bespoke,** broadens horizons and inspires our pupils to become successful learners, confident individuals and responsible citizens.
- **Our learning community provides** opportunities for growth for pupils, staff and families.

SCHOOLS ACHIEVING
MORE TOGETHER...

School Development Plan

Our priorities for April 25 - April 26 are as follows:

Strategic Priorities

- Further embed generative and dialogue learning tasks across all subjects which require children to think deeply and make meaningful connections across learning (schema development).
- Strengthen our responsive/adaptive teaching approach, using formative and summative assessment systematically to monitor understanding, identify misconceptions and direct feedback.
- Enhance our PSHE offer to include a SAFE curriculum for social and emotional learning which builds sequentially and uses a range of strategies to teach skills in dedicated learning time and in everyday teaching.
- To enhance teacher efficient in explanation and modelling, questioning, retrieval and feedback drawing on guidance from the unity Research School - Until July 2025.
- Further develop the reading curriculum, drawing on evidence-informed approaches, to improve teachers' subject knowledge and increase the proportion of children meeting end of year expectations.
- To develop and embed a whole-school play strategy and further develop our outdoor learning curriculum to deepen social, physical and emotional wellbeing.



Continuous school improvement priorities

- To further enhance teaching strategies and intervention to ensure that new starters, particularly those with EAL, make strong progress from their starting points.
- Maintain and seek further efficiency within the budget with action taken to increase pupil roll and exploit additional funding opportunities.
- Further embed our evidence-based PD approach which is both strategic and responsive to staff development needs.
- Improve attendance and reduce persistent absence.



Job Description

Job Title:	Headteacher
Salary:	L15 - L21 (£79,700 - £90,856)

To carry out the professional duties of a Headteacher as described in part seven of the school teachers' pay and conditions document. Candidates must take heed of this information. The assessment process at interview will be looking for the following criteria:

ROLE SUMMARY

- The Headteacher is responsible for the operational management of the school and supports the Executive Principal in providing vision and strategic direction.
- The Headteacher holds responsibility for performance management. Ensures compliance with standards set at National, Local Authority and School level.

DUTIES

- The current School Teachers' Pay and Conditions document describes duties which are required to be undertaken by teachers in the course of their employment. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively.
- This job description sets out the duties to be undertaken and performed to the satisfaction of the Executive Principal and Governing Board by the post holder. The duties set out below as in addition to the overall class teaching requirement.

PROFESSIONAL RESPONSIBILITIES

A Headteacher may be required to undertake the following duties:

WHOLE SCHOOL ORGANISATION, STRATEGY AND DEVELOPMENT

- Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, Christian values (if appropriate) and priorities of the school.
- Develop, implement and evaluate the schools' policies, practices and procedures.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.

TEACHING

- Lead and manage teaching and learning throughout the school. Including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils -
 - In the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and
 - In the preliminary stage
- Teach
- Lead the teaching of Religious Education and lead collective worship (if appropriate)

HEALTH, SAFETY AND DISCIPLINE

- Promote the safety and well-being of pupils and staff.
- Ensure good order and discipline and welfare of pupils
- To be the lead in the safeguarding and welfare of pupils.
- To act as Designated Safeguarding Lead and follow LA procedure.

Job Description

MANAGEMENT OF STAFF AND RESOURCES

- Lead, manage and develop the school workforce, including appraising and managing performance.
- Organise and deploy resources within the schools
- Promote harmonious working relationships within the school
- Maintain relationships with organisations representing teachers and other members of the school's workforce.
- Lead and manage the school's workforce with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

PROFESSIONAL DEVELOPMENT

- Promote the participation of staff in relevant continuing professional development.
- Participate in arrangements for the appraisal and review of their own performance, and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development, and, where appropriate, that of other teachers and support staff, including induction.

THRESHOLD ASSESSMENT

- Decide whether a teacher at the school who applies for a post-threshold teacher assessment meets the relevant standards.

ADVANCED SKILLS TEACHER AND EXCELLENT TEACHER ASSESSMENT

- Decide, in connection with any relevant application, whether a teacher at the school meets the standards relevant to their current career stage set out in Annex 1 and/or Annex 2.

COMMUNICATION

- Consult and communicate with the Governing Board, staff, pupils, parents and carers.
- Maintain good links with the Church

WORK WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS

- Collaborate and work with colleagues and other relevant professionals with and beyond the schools including relevant external agencies and bodies such as the LA and diocese

Job Description - Headteacher Competencies

QUALIFICATIONS AND EXPERIENCE

ESSENTIAL

- Degree and Qualified Teacher Status
- Successful experience as a Headteacher, Deputy Headteacher or a Head of School
- Recent continual professional development that enables the applicant to succeed in a Headteacher role
- Relevant teaching experience at a primary school level/overseas

DESIRABLE

- Finance management

LEADERSHIP AND STRATEGIC DIRECTION

- Ability to work with the governing board to create and develop a clear vision for the future of and manage the administrative function of the school
- Capability to lead change, identify areas of improvement and implement in order to maintain outstanding status
- Demonstrate track record of providing inspiration, motivation and strong leadership to all staff and the school community
- To set high expectations for every child and ensure all pupils achieve these standards

TEACHING, LEARNING AND ASSESSMENT

- A commitment and driving passion for the inclusion of all children in a high-quality education
- Ability to provide pupils with the excitement of a relevant, challenging and creative curriculum that raises standards of education for all
- Evidence of raising standards across a primary school through monitoring, analysing and evaluating the quality of teaching and learning

- Experience of monitoring, analysing and evaluating pupil performance information to help set improvement priorities and raise standards

STAFF MANAGEMENT AND DEVELOPMENT

- A leader who can engage and motivate staff in a culture of high expectation
- A leader who holds promoting the relationship between excellent teaching and raising achievement at the heart of their practice
- Experienced in developing and creating opportunities for high quality staff focused on raising achievement
- Ability to engage collaboratively with and respond to challenge from the governing board

ORGANISATION AND MANAGEMENT OF SYSTEMS AND RESOURCES

- Ability to set, interpret, monitor and manage a budget
- Excellent analytical skills with the ability to prioritise demands and manage financial and human resources to ensure high educational achievement

PERSONAL ATTRIBUTES

- A confident leader, able to engage and inspire all members of the school community to enhance pupils learning
- Highly professional and demonstrating integrity at all times
- Outstanding communication skills both written and verbal
- Understanding and ability to create and maintain an environment which promotes high standards of behaviour, alongside pupils' moral, social and cultural development



Springfield Community Primary School
Castlewood Road
Hackney
London
N16 6DH

Tel: 020 8800 9007

Email: admin@springfield.hackney.sch.uk

www.springfield.hackney.sch.uk

Executive Principal: Sian Davies

Headteacher: Anna Case